ORTAÖĞRETİM
İNGİLİZCE 10
DERS KİTABI

Yazar
Çiler GENÇ KARATAŞ

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Baskı Yeri ve Yılı

Ankara, 2018



İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

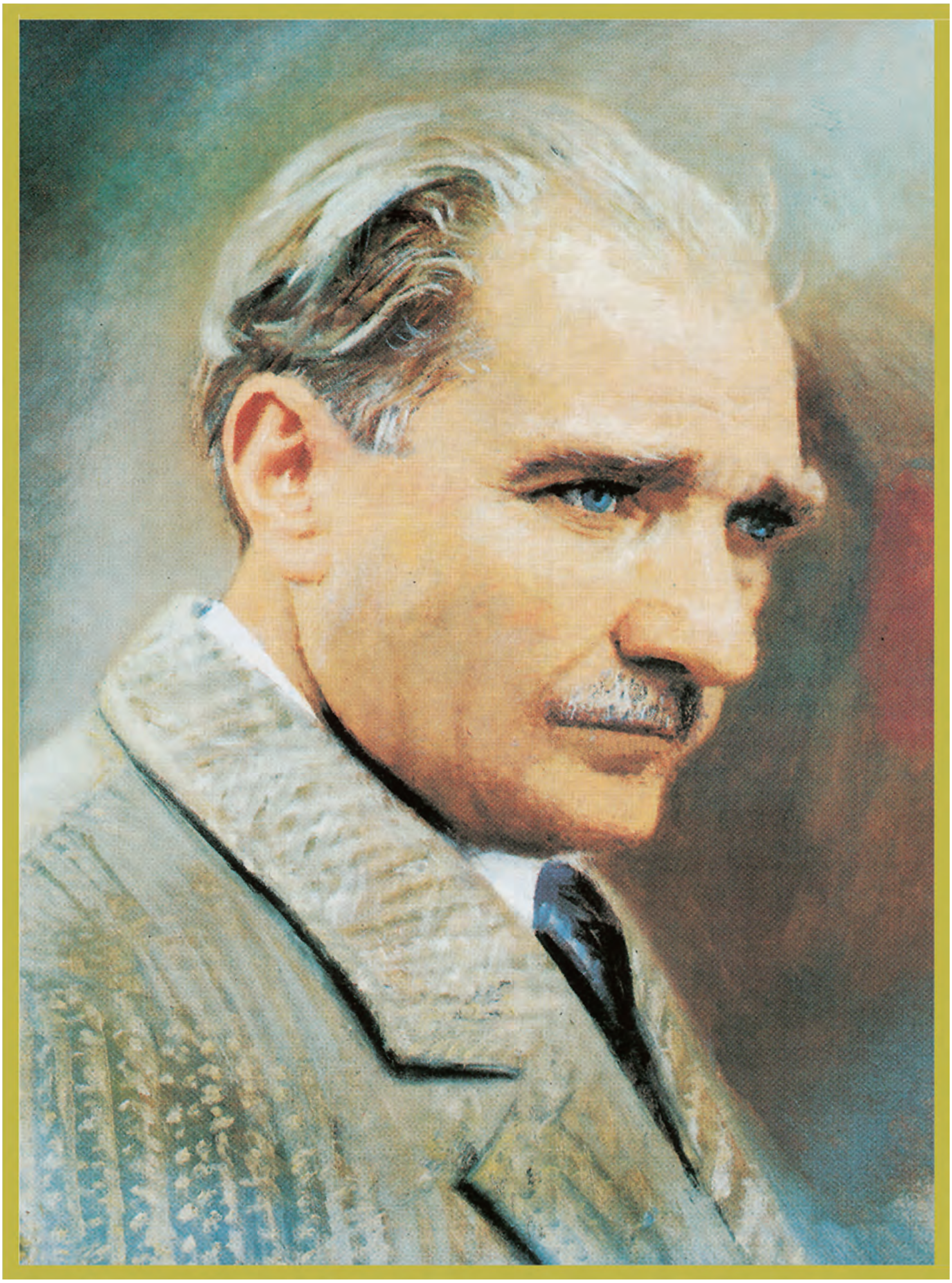
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



Mustafa Kemal ATATÜRK

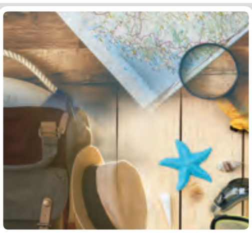
TABLE OF CONTENTS













ICONS USED IN THE BOOK

VIEWING

PRONUNCIATION

LISTENING

SPEAKING

IDIOMS/ PROVERBS CORNER

E-PORTFOLIO ENTRY

READING

VIDEO BLOG ENTRY

DISCUSSION TIME

WRITING

SONG

THEME 1

School Life



VIEWING

Before You View

A. Look at the picture. Discuss the questions with your partner.

1. Where do you think the teenagers are?
2. Do you think they are friends?
3. What are they doing?



B. Work in groups of 4 and fill in the following lists.

School subjects	Free time activities
biology	*playing football*
....	....
....	....
....	....
....	....
....	....

While You View

A. Read the questionnaire on the next page and then watch the video. Jane is asking Steve some questions. Tick (√) Jane's questions. (Video 1.1)

QUESTIONNAIRE

1.	Do you live with your parents?	
2.	Do you live in a flat?	
3.	Do you have your own room?	
4.	Are you from a large family?	
5.	Do you have any sisters or brothers?	
6.	What does your father do?	
7.	What does your mother do?	
8.	How do you come to school?	
9.	What school subject do you like most?	
10.	What school subject do you dislike?	
11.	Do you play a musical instrument?	
12.	What kind of music do you like?	
13.	Do you like pop music?	
14.	What do you usually do after school?	
15.	What's your favorite pastime?	

B. **Read the statements below. Then watch the video again and circle T for true or F for false for each statement.**

1. Steve and his family live in a big flat. T F
2. He has got two brothers. T F
3. His father works as an engineer. T F
4. His mother is a nurse at a hospital. T F
5. He always walks to school. T F
6. He thinks maths is interesting. T F
7. He likes listening to pop music. T F
8. He loves playing basketball. T F

After You View

A. **Read the questionnaire above again and write your answers next to the questions.**
B. **Work in groups of 4. Share your answers with the group members. Start as follows.**

Hi! I'm Yeliz. I live with my parents…

Go to page **143** for Language Structures.

PRONUNCIATION

A. Study the table below and notice the difference.

Rising intonation in Yes/No questions	Falling intonation in Wh-questions
Do you live in a flat?	What does your father do?
Are you from a large family?	How do you come to school?
Do you have any sisters or brothers?	What school subject do you like most?
Do you like pop music?	What's your favorite pastime?

B. Listen to the questions and repeat with the correct intonation. (Audio 1.1)

C. Listen and repeat with the correct intonation. (Audio 1.2)

1. **A:** Do you live with your parents? **B:** Yes, I do.
2. **A:** Are you from a large family? **B:** No, I'm not.
3. **A:** What does your mother do? **B:** She's a housewife.
4. **A:** How do you come to school? **B:** I come to school by bus.

D. Work in pairs. Act out the dialogues above. Pay attention to the correct intonation.

SPEAKING

A. Work in pairs. Read the role cards below and role-play the situation.

Student A	Student B
Read the questionnaire on page 11. Imagine your teacher wants you to ask the questions to a student from a different class. Greet your friend. Ask how he/she is. Explain the situation and ask him/her, "Can you answer my questions?" Ask him/her the questions in the questionnaire. Pay attention to the correct intonation. Take notes while your friend is answering.	Imagine you are Student A's friend from a different class. Greet your friend. Say how you are and ask how he/she is. When your friend explains the situation, say you will be happy to help him/her. Answer your friend's questions.

B. Change roles and role-play the situation again.

C. Use your notes and report your friend's answers to the class. Start as follows.

My friend's name is Çiğdem. She lives with her parents...

LISTENING

Before You Listen

A. **Read the questions in the table below. First, write your own answers as in the example. Then ask the questions to your partner and write his/her answers in the last column.**

Questions	You	Your Partner
1. Do you have a study plan?	*Yes*	
2. Do you revise regularly?		
3. Do you study for your exams at the last minute?		
4. Do you feel too stressed before your exams?		

B. **Report your partner's answers to the class.**

My partner, Erdeniz has a study plan...

While You Listen

A. **Look at the picture and choose the correct answer. Then listen and check your answer. (Audio 1.3)**

What do you think David and Mrs. Williams are talking about?

a. David's problems at school b. David's study habits



B. **Listen to David and Mrs. Williams again. Complete the following paragraph.**

Mrs. Williams thinks David has a problem because he looks (1) .... He has four exams next week so he feels too (2) .... David doesn't have a (3) .... Mrs. Williams tells him to start his revision early so he can complete all his studies in time. She says he shouldn't study for his exams at the (4) .... David's classmate, Lisa always learns well because she (5) .... regularly so she isn't feeling stressed this week. David wants to be (6) .... like Lisa. Mrs. Williams thinks he should also sleep well and eat (7) .... before his exams. David is planning to study very hard this week.

C. **Listen again and check your answers.**

After You Listen

Discuss the questions with your partner.

1. Are your study habits similar to David's or Lisa's? What are the similarities?
2. What advice can you give to a student when he/she wants to be successful? Start as follows.

Make a study plan...

IDIOMS/ PROVERBS CORNER

A. **Read the sentences from the conversation between David and Mrs. Williams. Choose the closest meaning.**

1. Lisa's such an *eager beaver.*
   a. Lisa works hard and she wants to be very successful.
   b. Lisa works hard, but she isn't ambitious.
2. She always *passes her exams with flying colors.*
   a. She always passes her exams with high scores.
   b. She always gets low scores and fails her exams.
3. You should *hit the books* as soon as possible.
   a. You should begin to read books as soon as possible.
   b. You should begin to study hard as soon as possible.

B. **Listen to the conversation again and check your answers. (Audio 1.3)**

E-PORTFOLIO ENTRY

A. Read the information below.

- You should have an individual blog.
- You can use your blog as an e-portfolio and keep your project work for each unit in it.
- You should keep your e-portfolio under the supervision of your teacher.
- You should also submit all the projects to your teacher at the end of this term.

B. Read the instructions below and do the project.

- Ask your family members questions about their favorite free time activities.
- Prepare a poster about their answers. You can make the poster online.
- Hand in your project next week.
- When your teacher gives it back, don't forget to take a photo of your project and upload it to your blog.

VIDEO BLOG ENTRY

A. Read the paragraph below and learn what a video blog entry is.

What is a video blog entry?

It is a short video clip. You can prepare a video blog entry (vlog) in the classroom as part of pair work or group work activities. Or you can do it at home as a homework assignment. When you record your vlogs, you can use a digital camcorder, a laptop, a tablet or a smartphone. Your teacher should check your recordings before you share them in class. Your friends can fill in peer evaluation checklists after they watch the vlogs so they can evaluate your fluency and accuracy in English.



B. Work in pairs. Read the instructions below and prepare your video blog entry.

- Write ten questions about everyday life and prepare a questionnaire together.
- One of you is the interviewer and asks the questions.
- Ask and answer with the correct intonation.
- Record your conversation.
- Upload your video blog entry by the end of this weekend. Share it on your blog.
- Your partner and you will fill in the peer evaluation checklists for each other after watching the video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

READING

Before You Read

A. **Read the questions below. Check the words in bold. Use a dictionary if you need to.**

- Do you go to a **high school**?
- What school subjects are **compulsory** for you this year?
- What school subjects are **optional**?
- Do **pupils** have to wear uniforms at your school?





B. **Read the words in bold again and complete the table with them.**

Adjectives	Nouns

C. **Read the questions in activity A again and answer them.**

While You Read

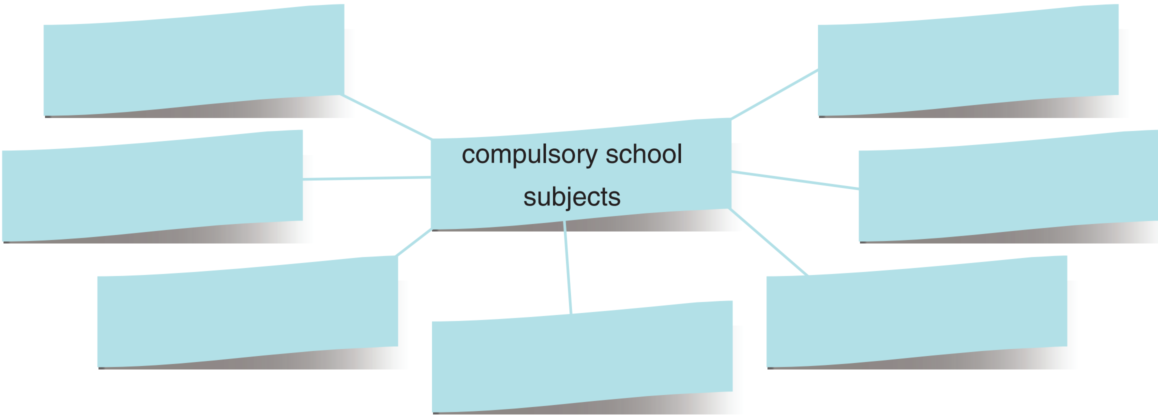
A. **Read the paragraph and choose the correct answer.**

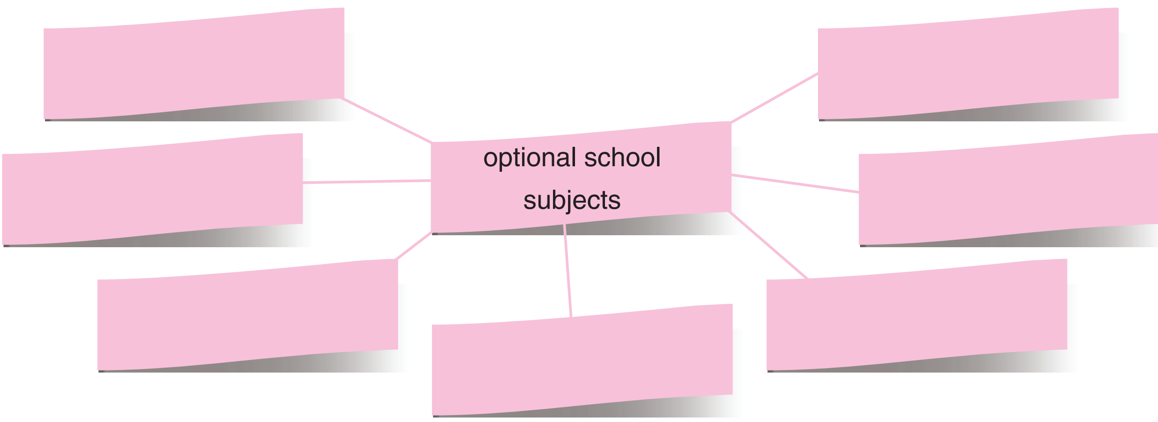
The paragraph is about ....

a. compulsory school subjects b. optional school subjects c. both

When English pupils are in Grade 10, they have to take some school subjects. They are the compulsory subjects. They cover essential knowledge and skills so all the pupils need them for the future. For example, pupils have to study maths, English, science, careers education, citizenship, ICT (information and communication technology) and PE (physical education). There are also optional school subjects. They are art, music, drama, design and technology, history, geography, modern foreign languages and so on. High schools may offer different optional subjects. Pupils choose them according to their interests.

B. **Read the paragraph again and complete the diagrams.**





C. **Read the following text and choose the best title for it.**

a. My Daily Routine b. My Study Habits c. My Favorite Pastimes

Hi! I'm Lisa. I'm a student at a high school. My day starts early. I wake up at 7.30 a.m. and go jogging for half an hour before breakfast. Then I catch the school bus. My lessons begin at 9 a.m. We have compulsory subjects until the lunch break at noon.

We study our optional subjects from 1 p.m. to 3 p.m. When I come back home, I have some snacks such as a sandwich and fruit juice. I listen to music and read a magazine. I start my homework at 4.30 p.m. I always do my homework. I also have a study plan and revise regularly for my exams.

At 7 p.m. I finish my studies and then I have dinner with my family. After that, we usually watch a movie together. I also surf the Net for my projects in the evening. I sometimes play chess with my father. I like it. My parents and I go to the theater from time to time. That's my mother's favorite pastime. Finally, I read a book before I go to bed at 11 p.m.

D. Read the text again and complete the diagram as in the example.

A day in the life of Lisa

In the morning	In the afternoon	In the evening
She wakes up at 7.30 a.m.	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....

After You Read

A. Think about your daily routine and make notes below. Then work in groups of 4. Use your notes and present your daily routine to your group members.

In the morning	In the afternoon	In the evening
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....

B. Read the optional subjects in the list. Which one(s) would you like to choose? Why?

careers education	citizenship	art
design and technology	folk dances	ICT
music	drama	modern foreign languages
photography	athletics	fashion design
psychology	astronomy	web page development

DISCUSSION TIME

A. **Work in groups of 4. Study the table below and then answer the questions.**

Expressing Opinions	
Some people say, "School uniforms are necessary." What do you think?	
I think I believe In my opinion, In my view, It seems to me that	school uniforms are necessary because pupils don't need to worry about their clothes and in this way, they can focus on schoolwork.

1. Some people say, "Discipline is necessary at schools." What do you think?
2. Some people say, "It's right to study English as a compulsory subject." What do you think?

B. **Work in pairs. Express your opinions about these questions. Give reasons for your answers.**

What are the most important factors for success at school? What do you think pupils should do to achieve success?



C. **Work in groups of 4. Suggest a topic about this unit for a debate next lesson.**

- **Vote for the best one in class.**
- **Your teacher will divide the class into two teams. Do research after school for your team and get prepared for the debate.**

WRITING

Write a paragraph with the help of the guiding questions below.

- Where are you from?
- Where do you live?
- How many sisters or brothers do you have?
- What do your parents do?
- What school do you attend?
- What school subjects do you like?
- Who is your best friend?
- What do you and your best friend usually do together after school?
- What sports do you play in your free time?
- What kind of movies do you watch in your free time?
- What else do you usually do in your free time?





IDIOMS/ PROVERBS CORNER

A. Look at the picture. What do you think the teacher and his students are talking about?



B. Read the conversation and check your answer. Then read again and fill in the gaps with the correct proverbs.

Mr. Stone : OK, class. Today we're talking about proverbs. Do you know any proverbs, Brian?

Brian : Yes, Mr. Stone. *Knowledge is power.* I like this proverb.

Mr. Stone : That's a perfect example, Brian. Here's the meaning: People should learn a lot. When they know more, they're more powerful. Nancy, can you give another example?

Nancy : Yes, Mr. Stone. *Every cloud has a silver lining*. I often say this proverb.

Mr. Stone : It's a common proverb. The meaning is nice. Every difficult or unpleasant situation has some advantages. You should never feel hopeless because hard times always lead to better days. You should be patient.

1. I lost my last job, but soon afterwards I found a new one and I like this one more. ....
....

2. It is easier to be successful if you know a lot of information. When you know more, you can control events more easily. ....

C. Are there any proverbs with similar meanings in your language?

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 1: SCHOOL LIFE	With no help	With some help	With a lot of help
I can identify expressions about school/everyday life and free time activities in short recorded texts.			
I can ask and answer questions in daily conversations using the correct intonation.			
I can introduce myself and others individually, in pairs or small groups.			
I can talk about free time activities.			
I can exchange personal information about school/everyday life and free time activities in pairs or small groups.			
I can understand short texts about school/everyday life and complete diagrams using the information in them.			
I can describe myself, my family and my habits in a paragraph.			

THEME 2

Plans



VIEWING

Before You View

A. Label the pictures with the celebration types in the list below.

fancy dress party	wedding ceremony	dinner party
graduation ceremony	birthday party	garden party
wedding anniversary	surprise party	housewarming party



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....



8. ....



9. ....

B. Discuss the following questions in pairs.

1. Which celebration types are popular in your country?
2. Do you celebrate your family members' birthdays?
3. Which of the following do you include when you organize a party?

candles	balloons	decorations	gifts	clowns
games	music	cake	cookies	drinks

While You View

A. **Watch the video. What type of celebration are Amy, Betty and James organizing? Choose the correct answer. (Video 2.1)**

a. a wedding ceremony   b. a wedding anniversary   c. a birthday party

B. **Watch the video again and choose the correct answer.**

1. Amy, Betty and James want to prepare a celebration for their ....
   a. parents   **b.** grandparents   **c.** cousins
2. They're planning to have a party on ....
   a. Thursday   **b.** Friday   **c.** Saturday
3. They want to arrange the party ....
   a. at a restaurant   **b.** in their living room   **c.** in their garden
4. They're going to buy .... for their mother.
   a. a ring   **b.** earrings   **c.** a dress
5. They want to buy .... for their father.
   a. a shirt   **b.** a tie   **c.** shoes
6. They're planning to go shopping ....
   a. this afternoon   **b.** tomorrow morning   **c.** tomorrow afternoon
7. .... will prepare the shopping list with Betty.
   a. Amy and James   **b.** Amy   **c.** James

After You View

Discuss the following questions in pairs.

1. Do you and your family celebrate your parents' wedding anniversary every year?
2. Have you ever organized a surprise party for them? If yes, how did they feel?

IDIOMS/ PROVERBS CORNER

Read the sentences from the video. Pay attention to the idioms in bold. Use your own words and write their meanings.

(Betty) "I'm sure mum will be **over the moon.** She loves parties."
(Amy) "When shall we **throw the party**?"
(Betty) "Let's prepare the shopping list now. Can you **give me a hand**?"

1. over the moon : ....
2. throw the party : ....
3. give me a hand : ....

PRONUNCIATION

A. **Listen to the extracts from the video. Repeat with the correct intonation. (Audio 2.1)**

1. **A:** How about tomorrow afternoon? Is it fine with you?
   B: Yes, I'm free tomorrow afternoon.

2. **A:** Can you give me a hand?
   B: Sorry, I can't. I have to finish my English homework.

B. **Listen to these short extracts. Repeat with the correct intonation. (Audio 2.2)**

1. **A:** Are you coming to the movie this afternoon?
   B: I'm afraid I can't. I'm meeting with my friends at the café.

2. **A:** Are you free this evening?
   B: Yes, I am. Why?
   A: Shall we watch a comedy?
   B: That sounds great.

3. **A:** I won't be in Erzurum for some time.
   B: When will I see you again?
   A: My family and I are going to come back in September.

C. **Work in pairs. Act out the extracts in activity B. Then change roles and act them out again.**

SPEAKING - 1

A. **Read the expressions below. You can use them when you make plans with other people.**

Making suggestions	Accepting suggestions	Refusing suggestions
What shall we *do* this afternoon? Shall we *watch* an action movie at the cinema?	Great!	Sorry, I can't. I have to do my French project.
Why don't we *go* to the funfair on Friday afternoon?	Sounds great!	I'd love to, but I'm going to help Bill with his homework.
Let's *go* swimming tomorrow.	That sounds great.	I'm afraid I can't. I'm going to the lake with Sue.
How about *having* a picnic on Sunday afternoon?	That sounds wonderful.	I'm sorry, but I don't like playing chess.
What about *playing* chess?	Cool!	Sorry, but that's kind of boring/ expensive.
Would you like to *go* to the rock concert this evening?	Good idea!	Sorry, but chess/ swimming is not my thing.
	That's a good idea.	
	Sure!	
	That would be fun.	
	Yes, I'd love to.	
	Yeah, why not?	

B. Work in pairs. Read the following instructions and role-play the situation.

- Imagine you are planning to go out with your best friend on Saturday because you want to celebrate your high marks in the mid-term exams. Make plans with your partner.
- Look at the pictures and create a conversation about where to go on Saturday afternoon and evening.
- Use the expressions in activity A to help you. Take turns to make suggestions and accept or refuse.
- Decide on two places together.
- Say why the places are good choices.
- Act out your conversation for your classmates.













LISTENING

Before You Listen

A. Read the dialogue below. Can you guess the meaning of this expression?

Do you fancy playing tennis?: ....

Veronica : What are you doing tomorrow morning? Do you fancy playing tennis?
Lauren : Sorry, but tennis isn't my cup of tea.
Veronica : How about going to the seaside this afternoon?
Lauren : I'm afraid I can't. I'm going to join my cousin's graduation ceremony with mum.
Veronica : What a shame! Anyway, maybe next time.

B. Read the dialogue again and match these idioms with their meanings.

1. It isn't my cup of tea.
2. What a shame!

a. That's too bad.
b. I don't like it.

While You Listen

A. Listen to Mandy and Alex. Circle the correct alternative. (Audio 2.3)

Mandy and Alex are planning to *celebrate something* / *meet up* this weekend.

B. Listen to the conversation again. Look at the table and fill in the missing information.

	Saturday			Sunday		
	morning	afternoon	evening	morning	afternoon	evening
Mandy	*free*					
Alex	*take a guitar course*					

C. Listen again and correct the mistakes in the following sentences.

1. Alex's guitar course finishes at 10:30 a.m. on Saturday.
2. Alex doesn't have any plans for Saturday after 5 p.m.
3. Mandy's aunt is having a fancy dress party on Saturday evening.
4. Mandy's going to spend her Sunday morning with her family.
5. Alex's tennis practice finishes at 4:30 p.m. on Sunday.
6. Mandy and Alex are planning to meet at 6 p.m. on Sunday.



D. **Listen to the following conversations and fill in the missing words. (Audio 2.4)**

Conversation 1:

Arthur : Have you got any plans for tomorrow?

Barry : Yes. Actually, I'm very busy. I'm going to pack my baggage tomorrow morning. I'm flying to Paris at (1) .... I've already bought my ticket.

Arthur : Oh, right. When are you coming back?

Barry : On (2) .... My flight arrives at 11 a.m.

Arthur : OK. I'll call you on Friday afternoon then. Bye.

Barry : Goodbye. Take care.

Conversation 2:

Tom : Hurry up, Pam! We should leave the house now. Our bus leaves at (3) .... and we have 20 minutes to catch it.

Pam : All right, Tom. Start the car. I'll be out in a few minutes.

Conversation 3:

Mrs. Hill : What are your plans for the future, Casey?

Casey : I'm going to be (4) .... I think I'll work for (5) .... in 10 years from now.

Mrs. Hill : I'm sure you'll be very successful. And I hope you'll be rich one day.

Conversation 4:

Paul : Susan's looking for you.

Kate : OK. I'll see her in the classroom.

Paul : Mary and I are going to the (6) .... after school. We're going to (7) .... Why don't you join us?

Kate : Yeah, why not? I'll come with you.

E. **Listen again and check your answers.**

F. **Work in pairs. Act out the conversations. Then change roles and act them out again.**

After You Listen

Work in groups of 4. Answer the questions in turn.

1. Have you got any plans for this evening?
2. Have you got any plans for tomorrow?
3. What are your plans for next Saturday?
4. What are your plans for next Sunday?



Go to page **144** for Language Structures.

VIDEO BLOG ENTRY

Work in pairs. Prepare your video blog entry.

- Imagine that you and your partner are planning to meet up this weekend.
- Look at activity B in While You Listen. Make a similar table and complete it.
- Write a dialogue together and act it out.
- Record your dialogue.
- Upload your video blog entry by the end of this weekend. Share it on your blog.
- Another pair will evaluate you after they watch your video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

SPEAKING - 2

A. Think about your plans for the future. First, make notes below. Add some details about your future career. Present your plans to the class.

....

....

....

....

....

....

B. Choose a famous person. Imagine you are that person and think about your future plans. Then work in groups of 4. Present your plans in turn.

Include your plans about:

- work
- family
- social life

Start as follows.

Hello! My name's .... I want to tell you about my future plans...

C. **Work in pairs. Match the sentences to make the dialogues and then act them out.**

1.	Your room is a mess!	a.	Don't worry, mum. I'll be careful.
2.	I can't read. It's dark in here.	b.	All right. I'll open the door.
3.	I don't know how to use this vending machine.	c.	Really? I'll show you.
4.	The climbing wall looks dangerous.	d.	OK, dad. I'll tidy it this afternoon.
5.	I can't finish this project alone.	e.	Don't worry. I'll help you with it.
6.	Oh, no! You've broken your little brother's toy car.	f.	I'm sorry, mum. I'll buy him a new one tomorrow.
7.	Oh! The bell's ringing.	g.	Oh, I'll turn the light on.

D. **Work with a different partner. Use your own words to complete the dialogues and act them out.**

1. **A:** It's very cold in here.
   B: ....
2. **A:** I can't carry this box. It's too heavy.
   B: ....
3. **A:** Your clothes are dirty.
   B: ....
4. **A:** Oh, this restaurant is too crowded!
   B: ....
5. **A:** The shirt costs $10, but I have only $8.
   B: ....
6. **A:** There's no sugar at home.
   B: ....



DISCUSSION TIME

Work in groups of 4 and discuss the questions.

What do you think about the following quotations? Do you agree? Why/Why not?

"If you fail to plan, you're planning to fail."

"A goal without a plan is just a wish."

"If you don't have a plan for yourself, you'll only become part of someone else's."

E-PORTFOLIO ENTRY

Read the instructions below and do your project.

- Imagine you have the chance to spend your dream weekend next month.
- First, brainstorm and make notes about your plans.
- Next, use your notes and prepare your presentation.
- Add all the details. Use some visuals.
- Make a slide show about your dream weekend.
- Present your slide show to your classmates next week.
- Finally, upload it to your blog.

READING

Before You Read

Read the following paragraph and write the advantages of planners.

PLANNERS

You can use daily, weekly or monthly planners. You can make a list of important events and tasks in them. Planners are useful for you in several ways. Firstly, they make your life easier because you write down everything you need to remember and you won't forget anything. So they take stress away from your life. Secondly, you will be more organized, and you won't waste time. Thus, you can spend more time with your family and friends. Thirdly, when you complete a task and cross it out in your planner, you will feel self-confident, and you will believe you can achieve your goals. All in all, planners are great to organize your life.

THE ADVANTAGES OF PLANNERS
1. ....
....
....
2. ....
....
....
3. ....
....
....

While You Read

A. **Read Dora's planner below and circle the correct alternative.**

It's a daily / weekly / monthly planner.

DATE: 18TH OCTOBER
THINGS TO DO
Done!
☐ finish report
☐ meeting with sales manager (11 a.m.)
☐ lunch with Mike and Katie (1 p.m.)
☐ see dentist (3 p.m.)
☐ go to bank
☐ pick up kids from school (5 p.m.)
☐ buy groceries
☐ cook dinner
☐ call grandma
☐ email Jack



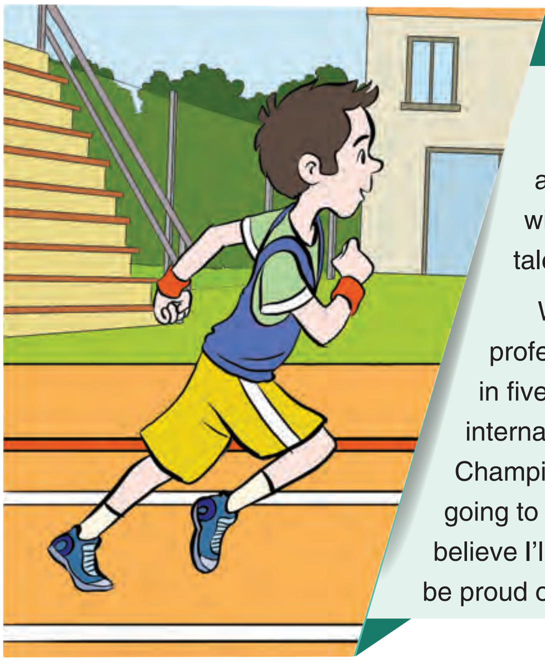
B. **Read the planner again. Which of the following information can we infer about Dora? Tick (√) the correct statements.**

1. She isn't a housewife. ☐
2. She is in her late thirties. ☐
3. She works as a marketing manager. ☐
4. Mike and Katie are her cousins. ☐
5. She has some health problems with her teeth. ☐
6. She has got children. ☐
7. Her grandmother is still alive. ☐

C. **Read the statements below. Then read Dora's planner for the next day again and circle T for true or F for false for each statement.**

1. Dora is planning to finish the report before the meeting. T F
2. She's having a meeting at eleven o'clock. T F
3. She's having lunch with Mary and Katie at one o'clock. T F
4. She's seeing the doctor at three o'clock. T F
5. She's going to her children's school at half past five. T F
6. She's going to buy some medicine. T F
7. She isn't planning to have dinner at a restaurant. T F
8. She's going to send an email to her grandmother. T F

D. **Read the following text. Does it include Aldin's plans about education?**



Hi! I'm Aldin from Bosnia and Herzegovina. I'm fifteen, and I'm crazy about running. I run for the athletics team of my school. I train really hard, and I win all my races. My **trainer** says I have lots of natural talent as a runner.

What about my future plans? I'm going to become a professional athlete. I'm sure I'll be a **national** champion in five years. Then I want to **represent** my country on the international platform so I'm going to join the European Championships. I hope I'll be very successful. After that, I'm going to take part in the Olympic Games. That's my dream. I believe I'll get an Olympic medal one day, and my country will be proud of me.

E. **Work with your partner. Read the text again. Take turns to talk about Aldin's plans.**

F. **Which of the following can we infer from the text? Choose the correct answer.**

a. Aldin is good at all kinds of team sports.
b. He is a very hardworking student.
c. He has an Olympic medal.
d. He likes his country a lot.

G. **Read the text again and pay attention to the words in bold. Match them with their meanings (a-c).**

1. trainer (noun)
2. national (adjective)
3. represent (verb)

a. to take part in a competition for a country
b. someone that prepares people for a particular sport
c. about a whole country

After You Read

A. **Discuss the following question with your partner.**

Aldin's dream is to take part in the Olympic Games. What's your dream?

B. **Imagine you have the chance to represent your country on the international platform. Would you like to choose any of the following areas? If yes, which one(s)? Why?**

sporting events	science competitions	music competitions
talent contests	chess competitions	beauty contests

WRITING

A. **Write a paragraph about your future plans in your notebook.**

+ Include your plans about:

education	work	family	house	social life

+ Add some sentences with the phrases below:

I think ....

I believe ....

I hope ....

I'm sure ....

B. **Work in pairs. Exchange your notebooks and check each other's paragraph for grammar and spelling mistakes.**

IDIOMS/ PROVERBS CORNER

A. **Read the following conversations. Pay attention to the proverbs in italics.**

1. **Andy** : I should call Mrs. Jackson and ask her for permission to organize the graduation party. When do you think I should call her?
   Martin : Well, *there's no time like the present.*

2. **Sarah** : I always get up at 6 a.m. I make the beds and do the cooking before I go to work.
   Terry : *The early bird gets the worm!*

3. **John** : Your brother's an excellent violin player.
   Ralph : He's practised hard, and it's taken him two years to become a good violin player.
   John : *Practice makes perfect.*

B. **Read the conversations again. Match the proverbs with their meanings.**

1. There's no time like the present.
2. The early bird gets the worm.
3. Practice makes perfect.

a. If you want to be good at something, you need to do it often.
b. It's a good idea to do something immediately instead of delaying.
c. Start working early and you'll be successful.

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 2: PLANS	With no help	With some help	With a lot of help
I can catch the details of future plans and arrangements in a recorded text/video.			
I can ask and answer questions in daily conversations using the correct intonation.			
I can express my ideas in unplanned situations.			
I can talk about my own plans for the future.			
I can identify specific information about people's future plans and arrangements in a text.			
I can read a text and draw a conclusion.			
I can write a paragraph about my plans.			

THEME 3

Legendary Figures



LISTENING

Before You Listen

Do you know anything about the legendary figures in the pictures? If yes, share the information with your classmates.



Dede Korkut



Nasreddin Hodja



Köroğlu

While You Listen

A. Listen to the text. Which legendary figure is it about? Choose the correct answer. (Audio 3.1)

a. Dede Korkut

b. Nasreddin Hodja

c. Köroğlu

B. Read the statements below. Then listen to the text again and circle the correct answer.

1. The legendary figure was a witty man. YES NO
2. According to some sources, he was born in Kütahya. YES NO
3. According to some sources, he died in Trabzon. YES NO
4. Many people think he lived in the 13th century. YES NO

C. Listen to the story and put the events in the correct order. (Audio 3.2)

(............) The Hodja said, "Your pot gave birth!" and the neighbor took it happily.

(............) The neighbor didn't believe and the Hodja said, "You believed that your pot gave birth. Now why don't you believe that your pot died?"

(............) The Hodja borrowed the big pot again, but he didn't give it back.

(............) The neighbor saw the small pot and asked what it was.

(............) The neighbor came to the Hodja's house and asked for his pot.

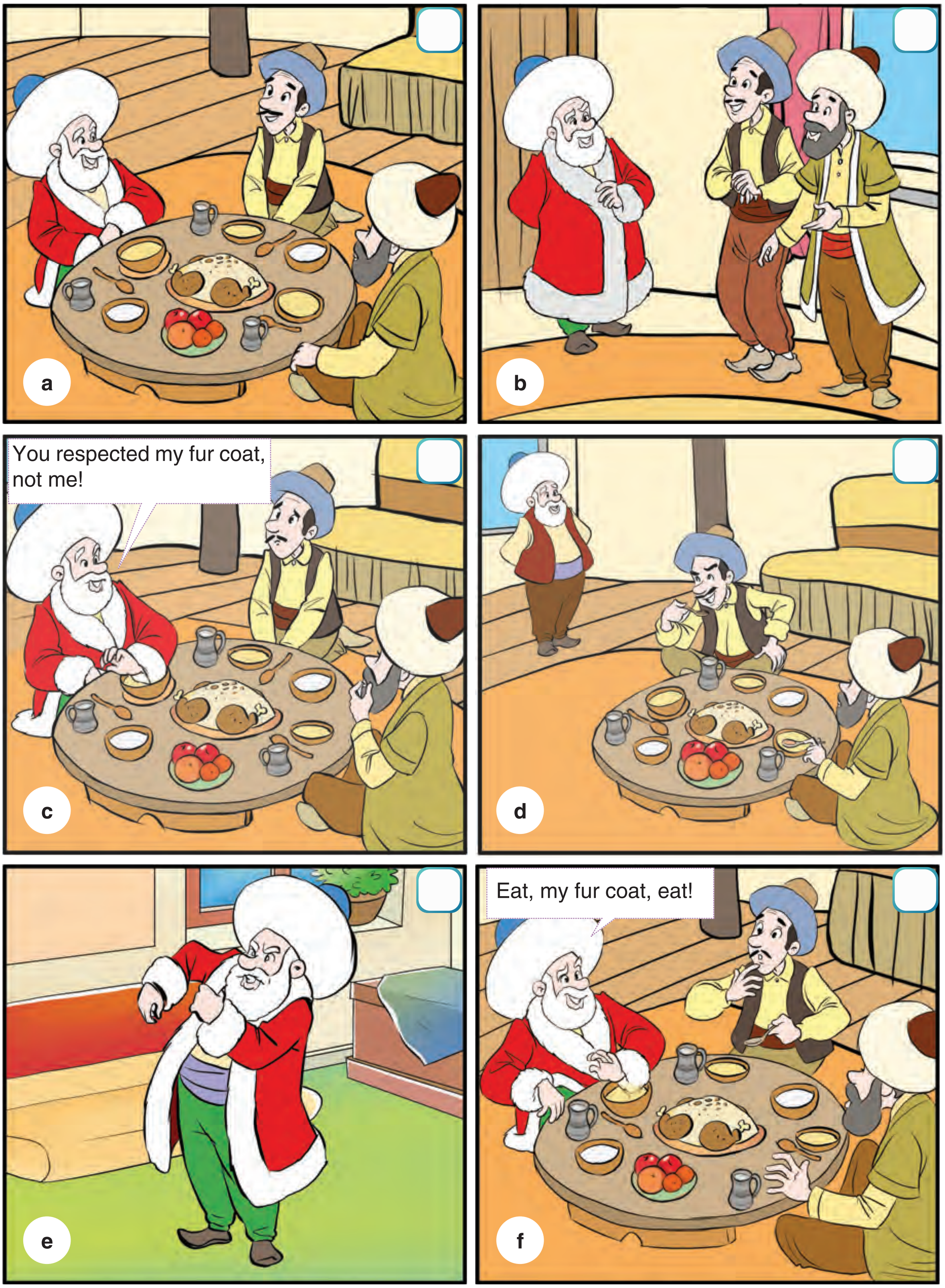
(............) The Hodja borrowed a big pot from a neighbor.

(............) The Hodja said the pot died.

(............) The Hodja gave the pot back with a small one inside it.

D. The following words are from the story in the pictures. Do you know what they mean? Use a dictionary if you need to.

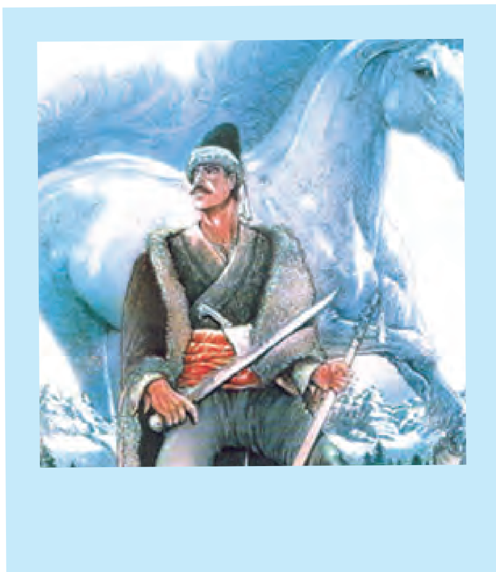
banquet (n)	welcome (v)	dunk (v)	ignore (v)	offer (v)

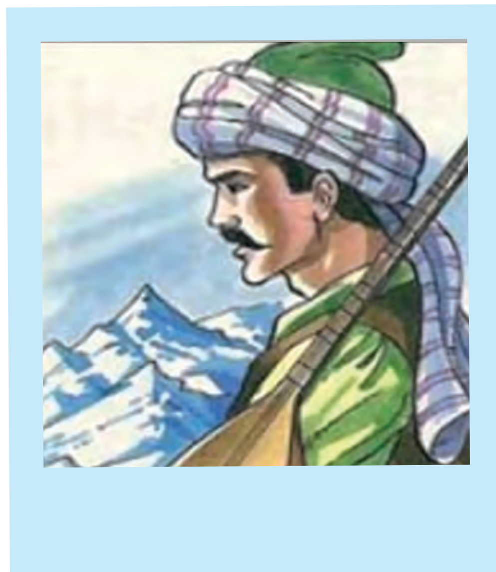


E. Listen to the story and number the pictures. (Audio 3.3)

F. Listen to the text. Which of the following countries have Köroğlu stories in their cultures? Tick them. (Audio 3.4)

Pakistan	☐	Uzbekistan	☐
Azerbaijan	☐	Russia	☐
Georgia	☐	Syria	☐
Greece	☐	Kazakhistan	☐
Turkmenistan	☐	India	☐





G. Listen to the story and put the events in the correct order. (Audio 3.5)

1. g
2.
3.
4.
5.
6.
7.
8.
9.
10.

a. Ruşen Ali went to the mountains and people started to call him Köroğlu.
b. Yusuf took his son Ruşen Ali and the horse and then he went away.
c. Köroğlu defeated the Bey of Bolu and took his father's revenge.
d. The cruel Bey of Bolu disliked the horse and blinded Yusuf.
e. Köroğlu and his men took from the rich and gave to the poor.
f. Yusuf got very ill and died.
g. The Bey of Bolu wanted Yusuf to find a wonderful young horse for him.
h. Years later, Ruşen Ali became a brave and strong young man. The horse also grew up and became a unique horse.
i. Lots of young men joined Köroğlu.
j. Köroğlu fought with the Bey of Bolu.

After You Listen

A. Look at activities C and D in While You Listen again. Which Nasreddin Hodja story do you think is better, the first or the second one? Why do you like it?





B. Do you know a different Nasreddin Hodja story? If yes, tell it to your classmates.

C. Did you like the Köroğlu story? Why/ Why not?

IDIOMS/ PROVERBS CORNER

A. Read the following extract from the second Nasreddin Hodja story. Answer the questions.

"… No one welcomed him, so the Hodja was very unhappy. Then he went back home **in no time**. He was **boiling with rage**. He put on his fur coat and returned soon…"

1. How did the Hodja go back home? Did he go back very quickly or slowly?
2. How did he feel? Was he very happy or angry?

B. Can you translate these idioms into your own language?

1. in no time: ....
2. boiling with rage: ....

Go to page **145** for Language Structures.

PRONUNCIATION

A. Listen and repeat the verbs below. Pay attention to the final sounds. (Audio 3.6)

/t/	/d/	/ɪd/
worked	*lived*	*wanted*

B. Write each of the following verbs into the correct column above.

needed	laughed	listened	looked	watched	decided
played	washed	started	loved	hated	injured

C. Listen and check your answers. (Audio 3.7)

D. Listen again and repeat.

SPEAKING - 1

A. Work in pairs. Look at activity C in While You Listen. Take turns to tell the story. Use sequence words like First, Next, Then, Later, After that, Afterwards, Finally. Start as follows.

One day, the Hodja borrowed a big pot from a neighbor…

B. Work in pairs. Write a conversation about the first Nasreddin Hodja story. Then choose a character, the Hodja or the neighbor, and memorize your lines. Finally, act out your conversation for your classmates.

C. Work with a different partner. Look at activity D in While You Listen. Take turns to tell the story with sequence words. Use the prompts below or your own words.

invite to a banquet	dress plainly	ignore	(not) welcome
dress beautifully	greet politely	offer the best meals	(not) start to eat
dunk the sleeve of the coat into the soup bowl		respect the fur coat	

D. Work with a new partner. Look at activity G in While You Listen. Take turns to tell the Köroğlu story using some sequence words.

VIDEO BLOG ENTRY

Work in groups of 4. Prepare your video blog entry.

- Surf the Net for the legendary figures in the Turkish culture.
- Choose a legendary figure and do research on him/ her.
- Use the information and prepare a 3-minute play.
- Choose the characters and write the script.
- Memorize your lines and act out your play.
- Record your performance.
- Upload your video blog entry by the end of next weekend. Share it on your blog.
- Another group will evaluate you after they watch your video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

READING

Before You Read

Discuss the questions in pairs.

1. Have you read the stories of Dede Korkut?
2. Do you think the stories of Dede Korkut are interesting?

While You Read

A. Read the paragraph and answer the questions.

1. Where are the stories of Dede Korkut set?
2. When are the stories possibly set?

The Stories of Dede Korkut

Dede Korkut was a storyteller. He told epic tales about heroism among the noble men and women of the Oghuz Turks. The tales are set in Central Asia. It's not certain when Dede Korkut told his tales, but some studies show that the tales are set in the period from the 8th century to the 13th century. They passed orally from generation to generation, and they were probably written down in the 15th century. The stories of Dede Korkut are unique masterpieces of the Turkish culture.



B. **Read the story. Write the name of the main character to completing the title.**

...., **THE SON OF KAZILIK KOCA**

Bayındır Khan was the leader of the Oghuz Turks. One day, he invited lots of beys to a banquet at his big white tent. There were silk carpets on the floor. The guests were sitting on them. While they were eating, Kazılık Koca, the vizier, wanted to talk to Bayındır Khan. Kazılık Koca asked him to give permission for a raid. Bayındır Khan accepted, and then Kazılık Koca went away with his men. He decided to **invade** the Düzmüral Castle.

The Düzmüral Castle was on the coast of the Black Sea. The ruler of the castle was a big man. He was extremely strong and very good at fighting. Kazılık Koca **attacked** the castle, but he wasn't successful. At the end of the war, the ruler caught Kazılık Koca. He stayed in prison for sixteen years.

Meanwhile, his son grew up. His name was Yegenek. He was a brave young man. He thought his father was dead because no one told him the truth. One day, he learned everything while he was arguing with someone. Soon afterwards, he talked to Bayındır Khan and he gave Yegenek lots of men. Next, he attacked the Düzmüral Castle to save his father.

Yegenek fought heroically against the ruler of the castle and killed him. When Kazılık Koca went out of prison and **found out** that his son Yegenek saved him, they hugged each other. They were *on cloud nine*. Finally, they returned home together. Everyone was very happy.





C. **Read the story again and answer the questions.**

1. Who gave permission to Kazılık Koca for a raid?
2. Where did Kazılık Koca go?
3. How can you describe the ruler of the castle?
4. What happened to Kazılık Koca at the end of the war?
5. How can you describe Yegenek?
6. How did Yegenek learn the truth about his father?
7. What happened when he went to the castle?

D. **Find the following verbs in the story and match them with their meanings (a-c).**

1. invade (Line 5)
2. attack (Line 7)
3. find out (Line 14)

a. to get some information about something

b. to enter a place with soldiers to take control of it

c. to try to hurt or defeat in a war

E. **Read the following text. Who is it about?**

A Heroic Turkish Woman



This person is a legendary figure in the Turkish history. She was born in Erzurum in 1857. The Ottoman Empire was *on a rocky road* then. It was tired after many wars. And it went through another big war against the Russians in 1877 when she was 20 years old. The soldiers in the Ottoman army fought well, but they couldn't stop the Russian attack. The Russian soldiers were walking towards Erzurum when she decided to get into the fight.

It was 8th November 1877. Her husband was away because he was fighting on the **front line**. She had two little children, but she said, "They can grow up without their mother, but not without their motherland." She ran to Fort Aziziye with the people of Erzurum. They didn't feel afraid. They fought heroically and then the Russian soldiers ran away. She was one of the **veterans**.

She had four sons and two daughters. However, two of her sons died during the First World War. When a reporter interviewed her in 1937, everybody learned her story and after that, the Turkish people never forgot her. She got the title of the Granny of the 3rd Army in 1952.

She died in 1955 when she was 98 years old. Her **mausoleum** is in Fort Aziziye. You can also see her statue there. It was put up in Fort Aziziye in 2000. The Nene Hatun Historical National Park opened in Erzurum in 2009. Many people visit the park every year and remember her. Who's this heroic woman? She's Nene Hatun, the symbol of the brave Turkish women in wars.

F. **Read the text again and fill in the timeline below with the events (a-g).**

a. Turkish people learned her story with an interview.
b. She died.
c. She was born in Erzurum.
d. Her statue was put up in Fort Aziziye.
e. The Nene Hatun Historical National Park opened.
f. She fought against the Russian soldiers in Fort Aziziye.
g. She became the Granny of the 3rd Army.

1857	1877	1937	1952	1955	2000	2009
c						

G. **Find these words in the text. Then use the correct words to complete the sentences.**

mausoleum	front line	veterans

1. Thousands of soldiers died on the ....
2. The government awarded medals to the .... of the Civil War for their bravery.
3. A .... is a special building that holds the dead body of an important person.

After You Read

Discuss the questions in groups of 4.

1. Would you like to read the other stories of Dede Korkut? Why/ Why not?
2. What information did you find interesting in Nene Hatun's life story?

SPEAKING - 2

A. Work in pairs. Look at activity B in While You Read. Summarize the story and tell it to each other in turn using some sequence words. Describe the characters and places as well.

B. Work in groups of 4. Brainstorm the historical legendary figures in the Turkish history and make a list.

....

....

....

....

....

C. Choose a legendary figure from your list. Do research on him/her after school and make some notes. Use your notes and talk about this person next lesson.

E-PORTFOLIO ENTRY

Read the instructions below and do your project.

- Choose a story of Dede Korkut, or a different legendary figure's life story.
- Do research and make notes about the important details.
- Use your notes and write the story.
- Add some visuals and make a slide show.
- Present your slide show to your classmates next week.
- Finally, upload it to your blog.

DISCUSSION TIME

Work in groups of 4. Imagine there's an international competition to choose the most important legendary figures in each country's culture. Discuss the following questions. Then share your group's answers with the class.

Who do you think is one of the most important legendary figures in the Turkish culture?

Why do you think this person's name should be on the list of the competition?

IDIOMS/ PROVERBS CORNER

A. **Look at activity B in While You Read. Find the following idiom in the last paragraph. Circle the correct alternative.**

The idiom on cloud nine means extremely happy/ unhappy.

B. **Look at activity E in While You Read. Find the following idiom in the first paragraph. Choose the correct answer.**

If you say, "I'm on a rocky road, you mean ....".

a. Everything in your life is going smoothly and you don't have any problems.

b. You're experiencing a difficult period and you have a lot of problems.





WRITING

Read this unfinished story. Write a good ending in at least 120 words. Remember to check it for grammar and spelling mistakes before you hand it in next week.

Three days ago a few men broke into a famous pop star's house in Miami. It was 2 a.m. so everybody was sleeping. The men kidnapped the pop star's 5-year-old son. While they were going out of the house, the cook saw them. They started to fight. Then one of the kidnappers killed him and they ran away with the boy. All the people in the house heard the gunshot and woke up.

The pop star wasn't at home that night because he had a concert in New York. When his wife called him, he flew back home. The kidnappers phoned and demanded 500,000 dollars. Next, the pop star called the police.

The mother told the police that she was sleeping when she heard the noise. She ran to her son's room, but his bed was empty. When she entered the hall, she saw the cook was dead. She called her husband immediately. The housekeeper said she was reading a book in bed when she heard the gunshot. She looked out of the window and saw three men. They were running towards a black car with the boy. She immediately went to the hall.

.....

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 3: LEGENDARY FIGURES	With no help	With some help	With a lot of help
I can put the events in the correct order by listening to a story.			
I can pronounce the "–ed" suffix of regular verbs correctly.			
I can act out a story as a legendary figure.			
I can retell a story by describing characters and places.			
I can talk about a historical legendary figure in the Turkish history.			
I can read a short story and fill in the timelines with events and dates.			
I can answer the questions about the past events in a reading text.			
I can write the end of a given unfinished story.			

THEME 4

Traditions



VIEWING

Before You View

Work in groups of 4. Read the dictionary entries below. Write a few examples of common customs and traditions from the Turkish culture. Then present them to the class.

custom /ˈkʌstəm/ noun (C or U)
an accepted way of behaving or doing things in a society or a community *In Turkey, it's the **custom** for women to wear a white wedding dress.* *It's the **custom** in the USA to tip at restaurants. Generally, the average tip is 15% to 20% of the total cost.*

tradition /treˈdɪʃn/ noun (C or U)
a long-established custom or belief that has been passed on from one generation to another; a set of these beliefs or customs *In our country, parents bring up their children in accordance with **traditions**.* *It's a common **tradition** in Brazil that people spend the New Year's Eve on the beach and jump over seven waves after midnight.*

While You View

A. Watch the documentary and complete the chart. (Video 4.1)

Country	Tradition
1.	People take off their shoes when they enter a house.
2.	People usually cover their shoulders and knees when they enter a church.
3.	People give each other books as gifts on Christmas Eve and spend the evening reading together.
4.	People eat lentil soup on New Year's Day, and they hope they'll become wealthy in the coming year.
5.	The bride carries a horseshoe at the wedding ceremony as people believe this will bring good luck.
6.	The bride wears a silver crown on the wedding day as people believe this will protect her from evil spirits.
7.	Before the wedding ceremony, women apply henna to the hands and feet of the bride, and sometimes the groom.
8.	Children put their baby teeth under their pillows, and they believe the tooth fairy will take them at night and leave some money instead.
9.	Children throw their baby teeth onto the roof of their homes and wish for new strong and healthy teeth.

B. Watch the second documentary and complete the chart below. (Video 4.2)

Some Changes in Traditions	
In the Past	**In the Present**
People used to respect the **(1)** .... a lot.	The young generally ignore them.
People used to visit their relatives during **(2)**	They usually go to a holiday resort instead.
People used to help their **(3)** .... with their problems.	Many people don't even greet each other.
People used to post each other **(4)** .... on special occasions.	They just send text messages.
People used to go to the grocer's nearby to shop for food.	They usually prefer supermarkets and even **(5)** .... shopping.
Students used to go to the **(6)** .... to do their homework.	They surf the Net for their homework.

After You View

A. Work in pairs. Look at activity A in While You View and read the traditions in the chart. Take turns to talk about them. Make sentences as in the example.

It's a common tradition for Japanese people to take off their shoes when they enter a house.

B. Work in groups of 4. Look at activity A in While You View again and discuss the following questions.

1. Which traditions do you find interesting?
2. Which traditions are similar to the ones in your culture?

C. Work with a different partner. Look at activity B in While You View and read the traditions in the chart. Take turns to talk about them. Make sentences as in the example.

People used to respect the elderly in the past, but now the young generally ignore them.

D. Work in groups of 4. Look at activity B in While You View again and discuss the following questions.

Do you think the changes are good or not? Why?

PRONUNCIATION

A. Read the words in the list below. They are from the first documentary. Listen carefully and pay attention to the sounds in red. (Audio 4.1)

tradition	take	feet	visit	put
wealth	tooth	teeth	throw	healthy

B. Listen again and repeat.

C. Read the words in the box below. Listen and put them in the correct column. (Audio 4.2)

tree – three – tank – thank – tin – thin – tick – thick – taught – thought – true – through

/t/	/Ø/
tree	*three*

D. Listen and check your answers. (Audio 4.3)

E. Listen again and repeat.

F. Listen carefully. Which words do you hear? Underline them. (Audio 4.4)

1. tree / three
2. tin / thin
3. tank / thank
4. true / through

SPEAKING - 1

A. Choose a foreign country and do research into its common traditions. Make notes and find some visuals. Prepare a short speech for the next lesson.

B. Use your notes and visuals. Deliver your speech on traditions to the whole class. Then listen to your classmates' speeches carefully as you'll need some of the information when you do the activity in Writing 1.

WRITING - 1

Remember your classmates' speeches about the traditions of different countries. Compare some of them and write a short paragraph. Hand it in next week.

VIDEO BLOG ENTRY

Prepare your video blog entry.

- Do research into strange traditions around the world.
- Use the information and write sentences about at least five traditions.
- Read your sentences and record yourself.
- Add visuals for each piece of information.
- Prepare a video.
- Upload your video by the end of next weekend. Share it on your blog.
- Your partner will evaluate you after watching your video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

LISTENING

Before You Listen

A. Look at the words in the list. Do you know what they mean? Use a dictionary if you need to.

embroidery	sewing machine	shadow play

B. Look at the pictures. Label them using the words above.







1. .... 2. .... 3. ....

C. Work in pairs. Ask and answer in turn.

1. Have you ever tried embroidery?
2. Does your mother have a sewing machine?
3. Have you ever seen a shadow play?

While You Listen

Listen to the speaker and complete the chart. (Audio 4.5)

Some of the traditions about 40 years ago
All the neighbors used to know each other very well. They were just like **(1)** ....
Neighbors used to go **(2)** .... together some weekends and everybody used to have a great time outdoors.
In summer evenings, people used to go to the **(3)** ....
People used to watch **(4)** .... Karagöz and Hacivat were the most popular characters then.
Most mothers had a sewing machine and they used to **(5)** .... for their children.
During the summer holidays, many teenage girls used to **(6)** .... with their mothers.
Children didn't use to have **(7)** ....

After You Listen

A. Is the speaker happy with the changes in the traditions? How do you feel about them?

B. Work in pairs. Look at the chart in While You Listen. Take turns to talk about the traditions.

IDIOMS/ PROVERBS CORNER

A. Read the following sentences from the audio in While You Listen. Pay attention to the idioms in bold. Can you guess what they mean?

All the neighbors used to know each other very well. They were just like your relatives. They were also your friends. They were by your side ***through thick and thin****. They always* ***backed you up****.*

B. Read each explanation below and fill in the correct idiom.

1. When we're talking about somebody that always stays with us even if there are problems or difficulties, we say this person stays with us ....
2. When we're talking about somebody that supports or helps us, we say this person ....

Go to page **146** for Language Structures.

SPEAKING - 2

A. Work in groups of 4. Give examples of traditions. Make sentences as follows.

People used to dispel evil spirits with fire, but now they use fireworks for celebrations.



B. Work in pairs. Take turns to talk about several things you used to do when you were a child. Make sentences as in the examples below.

We used to live in a small town when I was a child, but now we live in a big city. When I was a child, I used to play with my dolls. I used to carry my blanket with me. I didn't use to watch horror movies...

WRITING - 2

A. Write a paragraph about the things you used to do when you were at primary school.

....

....

....

....

....

....

....

....

....

B. Swap your books with your partner and check each other's paragraph for spelling and grammar mistakes.

READING

Before You Read

Discuss these questions with your partner.

Do you think life was easier in the past? Why/ Why not?

While You Read

A. Read the first part of the interview from the Teen Focus magazine. Choose the correct answer.

The text is about the .... lives of people in the past.

a. social b. educational c. technological

Last week, the *TEEN FOCUS* magazine interviewed Taylor Brown, a well-known historian. He talked to us about the lives of people in the past.

Teen Focus : Mr. Brown, first of all, would you please tell us about the social lives of people in the past?

Taylor Brown: Sure. For a long period in the past, social life was usually family-centered. People used to spend most of their time with their families, and they sometimes visited relatives or friends in their hometowns. They generally spent their evenings having chats, telling stories or playing some sort of board games. They had almost no contact with other countries. Most people didn't use to travel to faraway places. When they went to a nearby town, they usually travelled on foot or horseback. The father was the leader of the family. Women had almost no power. They had to obey men. In towns, men used to work and earn money for the family. It was traditional for women to stay at home. They used to do the household chores and look after the children. Women in villages also worked in fields with men. People thought social customs were really important and they used to follow them.

....

B. Read the statements below. Then read the text again and circle T for true or F for false for each statement.

1. People in the past were with their families most of the time. T F
2. They usually spent their evenings doing housework. T F
3. They sometimes visited their relatives in faraway places. T F
4. They sometimes went to a nearby town by walking. T F
5. The mother used to lead the family. T F
6. Men were responsible for earning money for the family. T F
7. In villages, women used to work in fields with men. T F
8. People used to find social customs unnecessary. T F

C. **Read the second part of the interview. Choose the correct answer.**

What's the following text about?

a. the educational lives of people in the past

b. the technological lives of people in the past

c. both

....

Teen Focus : Yes, Mr. Brown. Now can you give us some information about the educational lives of people in the past?

Taylor Brown : Yes, of course. In the past, there weren't so many schools. According to some people, education wasn't that important so they didn't want their daughters to go to school. Unfortunately, girls weren't as lucky as boys. What's more, many children used to end their educational lives when they finished primary school. And then they began working for their families. In addition, students used to spend too much time doing homework. It was difficult for them to obtain information since they did not use to have personal computers and the Internet. They didn't have any technological devices at school such as calculators, projectors, printers and tablets, either.

Teen Focus : So, do you think technology changed the teaching and learning process, Mr. Brown?

Taylor Brown : Absolutely! At schools, students started to see interactive boards, instead of chalkboards not long ago. They began to use information technology in class. In this way, it has become faster to get information. Technological developments also make life easy. In the past, doing housework was extremely tiring. For example, people used to wash their clothes by hand. But then washing machines came out. Besides, technology has developed medicine so people can live longer. Actually, technology has dramatically changed how people work, communicate, travel, entertain and so on.

Teen Focus : Thank you very much for your time, Mr. Brown.

Taylor Brown : You're welcome.

D. **Read the text again and answer the following questions.**

1. Were there many schools in the past?
2. Why didn't some people want their daughters to go to school?
3. When did many children use to end their educational lives?
4. Why did students use to spend too much time doing homework in the past?
5. What did students start to see at schools instead of chalkboards not long ago?
6. What did they begin to use in class?
7. How do technological developments affect life in general?
8. What's the result of the technological developments in medicine?
9. What has technology dramatically changed?

E. Read the text in activity C again and look at the pictures below. Which technological devices does Mr. Brown mention? Tick (√) the correct pictures.

1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐


After You Read

A. Look at activity A in While You Read again. Identify the differences between the social lives of people in the past and the ones in the 21st century. Make sentences as in the examples.

In the past, people used to spend most of their time with their families, but in the 21st century, many people don't spend so much time with their families because they're at school or work for long hours.

B. Look at activity C in While You Read again. Identify the differences between the educational and technological lives of people in the past and the ones in the 21st century. Make sentences as in the examples.

In the past, there weren't so many schools. Some people believed education wasn't that important so they didn't want their daughters to go to school. In the 21st century, there are lots of schools and people believe education is extremely important so everybody wants their children to get a good education.

E-PORTFOLIO ENTRY

Read the instructions below and do your project.

- Research different Turkish traditions.
- Write sentences about them and add some visuals.
- Prepare a poster. You can make an e-poster if possible.
- Hand in your poster next week.
- When your teacher gives it back, don't forget to take a photo of your poster and upload it to your blog.

DISCUSSION TIME

A. Work in groups of 4. Read the following sentences. Do you agree? Why/ Why not?

- We should respect our traditions. We've inherited them from our ancestors.
- Traditions form an important part of our culture. We should protect them.
- Traditions show we're part of history. This gives us a sense of belonging.
- Traditions bring us together and make us unite as a country. We should keep them alive.
- We shouldn't ignore our traditions. If we ignore them, we damage our identity.

B. Share your group's opinions with the class.

C. What do you think about the following quotation? Discuss it with your partner. Give reasons for your answer.

> "If we expect people to respect our traditions, we should also respect the traditions in different cultures."

IDIOMS/ PROVERBS CORNER

A. Read the following conversations. Work out the meaning of each idiom from the context.

1. **A:** My elder sister **broke with tradition** at her wedding ceremony last night.
   B: Really? What did she do?
   A: She wore a red wedding dress!
2. **A: Tradition has it that** your upstairs neighbors are moving next month.
   B: I have no idea what you're talking about. Where have you heard that?
3. **A:** It's 1st April tomorrow. What should I do at school?
   B: Well, I think you should be very careful. **By tradition,** children play tricks on 1st April.

B. Match the idioms with their meanings.

1. break with tradition
2. tradition has it that
3. by tradition

a. according to tradition; traditionally
b. do something different from what is usually done
c. people are saying that; the information that is going around is

C. Make sentences using the idioms.

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 4: TRADITIONS	With no help	With some help	With a lot of help
I can watch short documentaries about traditions and complete charts.			
I can pronounce the /t/ and /Ø/ sounds correctly.			
I can deliver a short speech on traditions using visuals.			
I can talk about several things I used to do when I was a child.			
I can read short texts on social, educational and technological lives of people in the past around the world and answer the questions.			
I can identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text.			
I can write a short paragraph on traditions around the world.			
I can write the things I used to do when I was a child.			

THEME 5

Travel



LISTENING - 1

Before You Listen

A. Discuss the questions with your partner.

1. Do you like travelling? Why/ Why not?
2. Do you usually plan your vacations with your family or a travel agent?
3. What means of transportation do you prefer when you travel?

B. Look at the pictures below. Label the accommodation types. Which accommodation types do you prefer when you are on vacation with your family?

B&B	resort	campsite	caravan	bungalow	rental villa



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....

C. Discuss the questions in groups of 4.

1. Would you rather stay at a campsite or a caravan? Why?
2. Would you rather stay at a resort or a bungalow? Why?
3. Would you rather stay at a B&B or a rental villa? Why?

While You Listen

A. Listen to the audio and answer the questions. (Audio 5.1)

1. Is the man planning a vacation for the summer or winter?
2. Is he planning to take the vacation with his friends or family?

B. **Read the questions in the list below. The travel agent asks them. Listen to the conversation and number the questions.**

(.....................) Have you ever been to the USA?

(.....................) How long are you planning to stay?

(.....................) When do you want to take this vacation?

(.....................) Would you rather stay at a resort or a rental villa?

(.....................) What means of transportation do you prefer?

(.....................) Which European countries have you visited so far?

C. **Listen again and choose the correct answer.**

1. The man wants to book a vacation for .... people.
   a. two **b.** three **c.** four
2. He's planning to take the vacation in ....
   a. June **b.** July **c.** August
3. He went to the USA with his family ....
   a. last summer **b.** four years ago **c.** five years ago
4. They stayed in Florida for ....
   a. ten days **b.** a week **c.** two weeks
5. They've never visited ....
   a. Italy **b.** Germany **c.** France
6. They liked their vacation in .... a lot.
   a. Spain **b.** France **c.** Greece
7. The travel agent thinks the man and his family should go to ....
   a. Turkey **b.** Egypt **c.** Mexico
8. They would like to stay at ....
   a. a bungalow **b.** a rental villa **c.** an all-inclusive resort
9. They're planning to stay for .... days.
   a. ten **b.** fifteen **c.** twenty
10. They would like to travel by ....
   a. train **b.** plane **c.** bus

After You Listen

Discuss the questions in pairs.

1. Where do you usually spend your summer vacations?
2. Which cities do you think a traveller should visit in Turkey?
3. Which cities have you visited in Turkey so far?
4. Have you ever been abroad? If yes, which countries have you visited?

PRONUNCIATION

A. **The sentences (a-d) are from the conversation at the travel agency. Listen and answer the questions about them. (Audio 5.2)**

a. You aren't travelling alone, are you?

b. You've been abroad before, haven't you?

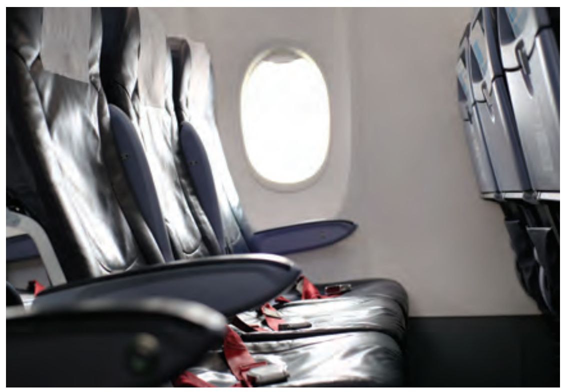
c. You like beach vacations, don't you?

d. You'd like to go there by plane, wouldn't you?

1. Which sentences have the falling intonation? (The speaker's voice goes down because she is fairly sure of the answer.)
2. Which sentences have the rising intonation? (The speaker's voice goes up because she is not so sure of the answer.)

B. **Listen again and repeat the sentences with the correct intonation.**





C. **Listen to the following extracts. Mark the rising intonation (➚) and the falling intonation (➘) in the question tags. (Audio 5.3)**

1. (..........) **A:** You don't know Peter's address, do you? **B:** Yes, I do.
2. (..........) **A:** She's from Germany, isn't she? **B:** No, she isn't.
3. (..........) **A:** The weather was terrible last night, wasn't it? **B:** Yes, it was.
4. (..........) **A:** You haven't seen Paul today, have you? **B:** No, I haven't.
5. (..........) **A:** This is a beautiful beach, isn't it? **B:** Yes, it is.
6. (..........) **A:** Nick can't sing at all, can he? **B:** No, he can't.

D. **Listen again and practise saying the sentences with the correct intonation.**

Go to page 147 for Language Structures.

SPEAKING - 1

A. Work in pairs. Take turns to ask and answer the following questions.

1. Where did you go for your last vacation?
2. Who did you go with?
3. How did you go there?
4. Where did you stay?
5. What places did you visit there?
6. What did you do there?
7. Did you have a good time?
8. Do you want to go there again? Why/ Why not?

B. Work in groups of 4 and make a travel plan.

- Imagine that you are organizing a three-day vacation for your classmates.
- Choose a city in Turkey and do research on the Internet.
- Decide when and how you want to go there and where you want to stay.
- Include the places you want to visit and the activities you want to do there.
- Make a travel plan together and present it to the class next week. Start as follows.

  We want to go to Istanbul for three days next month. We're planning to go there by plane and stay at a resort. On the first day, we're going to visit the Topkapı Palace after breakfast...
- Vote for the best travel plan.

VIDEO BLOG ENTRY

Work in pairs. Prepare your video blog entry.

- Listen to the audio in While You Listen again. (Audio 5.1)
- Imagine that one of you is the travel agent and the other one wants to make a reservation for his/ her dream vacation. Prepare a dialogue.
- Include information about when and how you want to go there and where you want to stay.
- Look at activity B on page 63 again. You can use similar questions.
- Look at activity A on page 64 again. Include some similar question tags.
- Use phrases like "Pardon?" and "Sorry, did you say ...?"
- Record your dialogue.
- Upload your video blog entry by the end of next weekend and share it on your blog.
- Another pair will evaluate you after they watch your video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

LISTENING - 2

Before You Listen

Discuss these questions with your partner.

1. Have you ever booked a flight?
2. Have you ever made a hotel reservation?

While You Listen

A. Listen to the phone conversation and answer the question. (Audio 5.4)

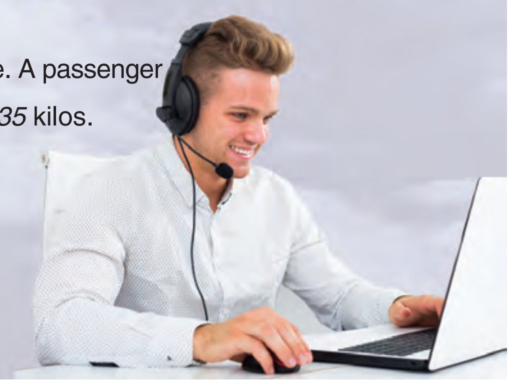
Does the woman want to book a hotel room or a flight?

B. Listen to the phone conversation again and circle the correct alternative.

Ticket agent : Good morning. Heathrow Airlines. How can I help you?
Woman : Good morning. I'd like to book a flight, please.
Ticket agent : OK, madam. What city would you like to fly to?
Woman : **(1)** *Oxford/ Manchester.*
Ticket agent : What date would you like to book the flight for?
Woman : **(2)** *The 15th of January/ The 20th of January.*
Ticket agent : Would you like a morning flight or an afternoon flight?
Woman : **(3)** *A morning flight/ An afternoon flight,* please.
Ticket agent : Would you like a window seat or an aisle seat?
Woman : **(4)** *A window seat/ An aisle seat,* please.
Ticket agent : All right. Could I have your name, please?
Woman : Margarita Lopez.
Ticket agent : Excuse me? Could you repeat that, please?
Woman : Sure. My name's Margarita Lopez.
Ticket agent : OK. I've just booked your flight, Ms. Lopez.
Woman : Thank you very much.
Ticket agent : You're welcome. And there's one more thing.
Woman : Yes?
Ticket agent : You should obey the baggage allowance. A passenger can't have baggage more than **(5)** *25/ 35* kilos.
Woman : No problem. I always travel light.
Ticket agent : OK, then. Thank you for choosing us. I hope you'll have a wonderful trip.
Woman : Thanks a lot.
Ticket agent : My pleasure. Have a nice day.







C. Look at the conversation above and underline the useful expressions for booking a flight.

D. Listen to the following conversation and complete the sentences. (Audio 5.5)

Man : Good afternoon.
Receptionist : Good afternoon, sir. How can I help you?
Man : I'd like to book a room, please.
Receptionist : Sure. What type of room would you like? Single or double?
Man : I'd like a double room. For me and **(1)** ....
Receptionist : Sorry, did you say double?
Man : Yes. I'd like a double room with a **(2)** ....
Receptionist : OK.
Man : Does the room have air conditioning?
Receptionist : Yes, of course. All our rooms have air conditioning.
Man : That's very good. How much does a double room cost?
Receptionist : € **(3)** .... per night.
Man : Does it include breakfast?
Receptionist : Yes. The price includes breakfast, but you must pay € 15 for dinner.
Man : Pardon?
Receptionist : The price doesn't include dinner and it costs € 15.
Man : All right.
Receptionist : How long are you planning to stay?
Man : For five nights. From the **(4)** .... of February to the **(5)** ....
Receptionist : Right. Your room number is **(6)** .... It's on the third floor. You're lucky. Your room overlooks the swimming pool.
Man : That sounds great. How can I go to the swimming pool? I want to see it.
Receptionist : Go straight ahead. Turn **(7)** .... at the coffee shop. It's on the right.
Man : Thanks. And I have one more question: What are the most popular tourist attractions here? My wife and I want to see them all. We'd like to make the most of our visit here.
Receptionist : We have a brochure about them. Here you are. I'm sure it'll help you a lot.
Man : Thank you very much.
Receptionist : You're welcome, sir.

E. Look at the conversation and underline the useful expressions for booking a hotel room.

After You Listen

A. Work in pairs and act out the phone conversation in activity B in While You Listen. Then change roles and act it out again.

B. Work in pairs and act out the conversation in activity D in While You Listen. Then change roles and act it out again.

IDIOMS/ PROVERBS CORNER

A. **Read the extract from activity B in While You Listen and answer the question.**

Ticket agent : You should obey the baggage allowance. A passenger can't have baggage more than 25 kilos.

Woman : No problem. I always *travel light.*

The woman travels light. Which baggage belongs to her, a or b?



a.



b.

B. **Read the extract from activity D in While You Listen and choose the correct answer.**

Man : What are the most popular tourist attractions here? My wife and I want to see them all. We'd like to *make the most of* our visit here.

Receptionist : We have a brochure about them. Here you are. I'm sure it'll help you a lot.

The man and his wife would like to make the most of their visit. They want to ....

a. enjoy their visit as much as possible

b. make their visit long

SPEAKING - 2

A. **Work in pairs. Imagine that one of you is the ticket agent for an airline company and the other one wants to book a flight. Role-play a phone conversation.**

You can use the conversation in activity B in While You Listen as a model. Use your own ideas to answer the following questions:

*Where would you like to travel?

*When would you like to travel?

*Would you like a morning flight or an afternoon flight?

*Would you like a window seat or an aisle seat?

B. **Change roles and role-play the phone conversation again.**

C. **Work with a different partner. Imagine that one of you is the receptionist at a hotel and the other one wants to book a room. Role-play a conversation.**

You can use the conversation in activity D in While You Listen as a model. Use your own ideas for the necessary information such as *what type of room you would like* and *when you would like to stay at the hotel.*
Include phrases like "Pardon?" and "Sorry, did you say...?"
You can also add some question tags.

D. **Change roles and role-play the conversation again.**

READING

Before You Read

A. **Look at the pictures of vacation types. Use the following words to label them.**

skiing vacation	**cycling vacation**	**hiking vacation**	**cultural vacation**
beach vacation	**adventure vacation**	**safari vacation**	**cruise vacation**



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....



8. ....

B. **Discuss the questions in pairs.**

1. Which vacation types have you tried so far?
2. Which vacation types would you like to try?

While You Read

A. **Read the magazine article and choose the correct answer.**

The article is mainly about ....

a. the popular tourist attractions in Europe
b. the most popular vacation types
c. the most unusual vacation types

Planning a vacation? What type and where?







(1) Many people believe history is interesting so they prefer cultural vacations. They travel to the world's cultural capitals like Rome and Cairo. They visit historic sites and see fascinating objects from the ancient civilizations. They try to witness history. The most popular destinations for cultural vacations are the Taj Mahal in India, the pyramids in Egypt and Machu Picchu in Peru.





(2) Most travellers prefer beach vacations. There are various activities for beach lovers such as swimming, sunbathing, snorkelling, scuba diving, surfing, windsurfing, jet skiing, parasailing and kayaking. Everybody can have a great time on the beach. The most popular beaches in the world are Miami Beach in Florida, Bondi Beach in Sydney and Flamenco Beach in Puerto Rico.









(3) Some people would rather take cruise vacations. They get on a cruise ship and spend wonderful days or weeks travelling by sea. A cruise ship is just like a floating hotel. It has restaurants, shops, lounges, a library, a cinema, indoor and outdoor swimming pools. A modern cruise ship also has different facilities such as a fitness center, a spa, a bowling alley, an ice skating rink, tennis courts, basketball courts and climbing walls. The most popular destinations for cruise ships are the Caribbean Islands and the Mediterranean Sea.







(4) According to some travellers, safari vacations are great because they are interested in wild animals. A safari is an overland journey, usually in Africa. When travellers go on a safari, they watch and record wildlife. They join a jeep safari or a walking safari. Local guides help them to discover the African wilderness. They visit national parks and see hundreds of animal species there. They get the chance to feed baby lions and walk with wild animals like elephants and giraffes. The most popular safari tours are in Kenya, Zambia and South Africa.

What about you? What type of vacations do you prefer?

B. Read the text again and match the headings (a-d) with the paragraphs (1-4).

a. Cruise vacations (..........)
b. Beach vacations (..........)
c. Safari vacations (..........)
d. Cultural vacations (..........)

C. Read the following sentences. Write (1) for cultural vacations, (2) for beach vacations, (3) for cruise vacations and (4) for safari vacations.

1. Travellers usually spend a long time on a ship. (.............)
2. Travellers can do many different activities like parasailing. (.............)
3. Travellers can watch and record wildlife while they're travelling by jeep. (.............)
4. Travellers get the chance to see ancient objects. (.............)
5. Travellers can watch animals in their natural habitats. (.............)
6. Travellers spend a wonderful time if they love water sports. (.............)
7. Travellers visit lots of historic sites. (.............)
8. Travellers can play bowling, tennis and basketball whenever they want. (.............)

D. Scan the text and fill in the gaps with the correct information.

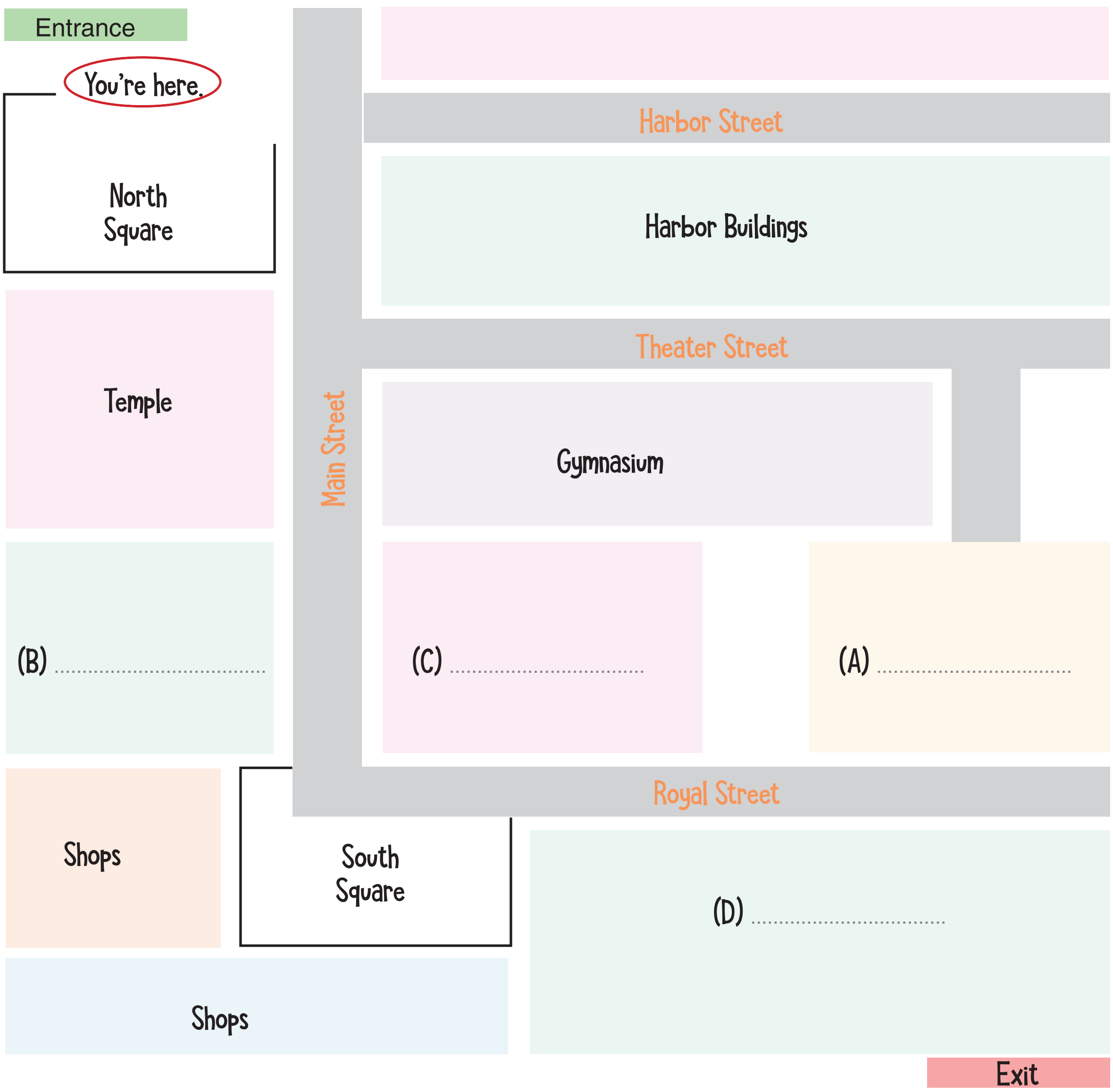
1. Some popular places for cultural vacations : ....
2. Some popular places for beach vacations : ....
3. Some popular places for cruise vacations : ....
4. Some popular places for safari vacations : ....

E. **Read what the tour guide says. Label the buildings (A-D) and draw the route to the palace.**

"Hi, everyone! We've just entered the historic site. As I've told you, this place was the biggest trade center of this region in the 4th century. Could you please open the map I've handed out to you on the bus?

OK? Please listen to my instructions carefully and draw the route to the palace. We're going to meet up in front of the palace at 5 p.m. so this is important. Now we're near North Square. Don't walk into Harbor Street as it's closed to the public because of the renovation. So, turn right into Main Street. If you want to see the theater, take the first turning on the left. Walk past the gymnasium and turn right. You should see the theater. It's still in excellent condition. I'm sure you'll like it.

When you return to Main Street, go straight ahead towards South Square. You'll see the town hall next to the temple on your right. Ancient people used to hold meetings and make important decisions together there. And you can see the hospital opposite the town hall. When you reach South Square, turn left into Royal Street. You'll see the palace on your right. I'll be waiting for you there at 5 p.m. See overleaf for detailed information about each part of the historic site. I hope you'll enjoy your trip here. Bye for now."



After You Read

Work in pairs. Take turns to ask and answer the following questions.

1. Do you like visiting historic sites when you are on vacation? Why/ Why not?
2. Do you enjoy spending your vacation on the beach? Why/ Why not?
3. What do you think of cruise vacations?
4. What do you think of safari vacations?

DISCUSSION TIME

Work in groups of 4. Read the proverb below. Do you agree or disagree? Why?

"Travel broadens the mind."

E-PORTFOLIO ENTRY

Read the instructions below and do your project.

- Prepare a travel guide of a city that you have visited.
- Include information about the popular sights to see and top things to do there.
- Hand in your travel guide next week.
- When your teacher gives it back, take a photo of your travel guide and upload it to your blog.

WRITING

Imagine you have just come back from your dream vacation. Write an e-mail to your best friend about your experiences on the vacation. Start as follows.

Hi, ...!
I've just come back from my dream vacation. It's the best vacation I've ever taken.

IDIOMS/ PROVERBS CORNER

Read the dialogues and choose the correct answer.

1. **A:** Hurry up, Harold! It's getting late and we have a long way to go.
   B: You're right, Rachel. Come on! Let's *hit the road.*
   The idiom *hit the road* means ....
   a. take a rest **b.** begin a journey **c.** damage the road

2. **A:** Andy wants to go to Australia next month.
   B: You know he *has itchy feet.* He can't stay here too long.
   The idiom *have itchy feet* means ....
   a. like to travel and discover new places
   b. like to walk long distances
   c. like to scratch his feet

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 5: TRAVEL	With no help	With some help	With a lot of help
I can identify the phrases for booking in a recorded text.			
I can use the intonation in question tags correctly.			
I can ask and answer about my own and other people's travel experiences.			
I can book a flight, a room at a hotel, a table at a restaurant, etc.			
I can confirm information during a conversation.			
I can take part in a dialogue in a group to make a travel plan.			
I can make use of written instructions in order to draw a route.			
I can classify different vacation types in a reading passage.			
I can write an e-mail to a friend about my holiday experiences.			
I can prepare a travel guide of a city I have visited.			

THEME 6

Helpful Tips



LISTENING - 1

Before You Listen

A. Label the pictures with the phrases below.

have a job interview	graduate from university	search for jobs





1. .... 2. .... 3. ....

B. Read the following phrases and put them in the correct order.

(.............) get the job and start working
(.....1.....) start university
(.............) search for jobs
(.............) get a degree
(.............) graduate from university
(.............) send your CV to companies
(.............) pass all your exams
(.............) have a job interview

While You Listen

A. The following pieces of advice are about a successful job interview. Listen to the conversation and tick the ones you hear. (Audio 6.1)

(...........) You should prepare well before the job interview.
(...........) It's a good idea to be positive.
(...........) You should visit the company website and learn more about the company.
(...........) It's a good idea to think about the answers to some possible questions.
(...........) You should prepare some questions to ask about the company.
(...........) You had better bring a pen and a notebook.
(...........) You should wear properly.
(...........) You must go there on time.
(...........) You'd better speak politely during the interview.
(...........) Body language is very important.
(...........) You should smile.
(...........) You'd better bring an extra copy of your CV.
(...........) It's right to make eye contact.
(...........) Be confident.

B. **The following pieces of advice are about choosing the right job. Listen to the conversation and number them. (Audio 6.2)**

(..........) You can make a good decision.

(..........) You should discover yourself.

(..........) You should know your skills and interests.

(..........) You should write down your weaknesses.

(..........) It's a good idea to decide what makes you happy.

(..........) You'd better make a list of your strengths.

(..........) You should research possible jobs for you.

After You Listen

A. **Work in pairs. Look at activity A in While You Listen. Take turns to give advice. Start as follows.**

If you want to be successful at a job interview, you should ....

B. **Work with a different partner. Look at activity B in While You Listen. Take turns to give advice. Start as follows.**

If you want to choose the right job, you should ....

C. **Work in groups of 4. Take turns to answer the following questions.**

1. What are your strengths?
2. What are your weaknesses?

PRONUNCIATION

A. **The following pieces of advice are from the audios. Listen to them and pay attention to the intonation. Do they have a falling intonation or a rising intonation? (Audio 6.3)**

You should wear properly.

You should also smile.

You should know your skills and interests.

B. **Listen again and repeat with the correct intonation.**

C. **Listen to the following pieces of advice. Practise saying them with the correct intonation. (Audio 6.4)**

You should see a doctor.

You should visit your relatives.

You should be punctual.

Go to page **148** for Language Structures.

SPEAKING - 1

A. Work in groups of 4 and play the game.

- A member leaves the group for a few minutes and waits near the board.
- All the others have to think of an imaginary problem.
- They tell each other about their problems as all need to have different problems.
- When they are ready, they ask their friend to join the group again. He/She has to listen to each group member's problem and give advice as in the example below.
- Go on playing the game until each member gives advice.

Example dialogue:

A: I feel really tired these days.

B: You should go to bed earlier./ You ought to sleep well.

A: You're right./ I agree with you. Thank you.

B. Work in pairs. Take turns to ask and answer as in the example. Use the phrases in the list.

Example dialogue:

A: What are you good at?

B: I'm good at solving problems.

A: If you're good at solving problems, you *may / could* be an executive.

solving problems (executive)	writing creatively (novelist)
working with numbers (accountant)	working with children (teacher)
playing musical instruments (musician)	working with animals (vet)
communicating with people (journalist)	helping people (doctor)
working with computers (computer engineer)	inventing something (engineer)
designing buildings (architect)	designing clothes (fashion designer)

LISTENING - 2

Before You Listen

Read the following text and circle the correct alternative.

The text is about some helpful tips for good health/ good food.

You can do many things to be healthier. Here are some tips for you.

- If you want to have strong bones, you should drink a glass of milk every day.
- If you have high blood pressure, you should eat a banana every day.
- If you often catch a cold, you ought to eat garlic with your meals.
- If you have a bad cough, you should eat some honey before bedtime.
- If you have a stomachache, you should drink a cup of peppermint tea.
- If you want to lose weight, you ought to drink green tea twice a day.

While You Listen

A. **Listen to the radio program. Choose the correct answer. (Audio 6.5)**

Today, the radio program is about ....

a. useful health tips

b. helpful tips for success

c. helpful tips to make our lives easy

B. **Listen to the radio program again and use the following words to fill in the gaps.**

toothpaste	baking soda	vinegar	lemon

1. You can remove a stain from your clothes with ....
2. You can clean the inside of your microwave with ....
3. You can clean your shower head with ....
4. You can clean the headlights of your car with ....

C. **Listen to the second part of the radio program and correct the mistakes in these sentences. (Audio 6.6)**

1. The caller's name is Shirley.
2. The caller advises the listeners to use the peel of an apple to whiten their teeth.
3. If you want to whiten your teeth, you should rub the inside of the peel on your teeth for about three minutes.

After You Listen

If you know a helpful tip, share it with your classmates.

IDIOMS/ PROVERBS CORNER

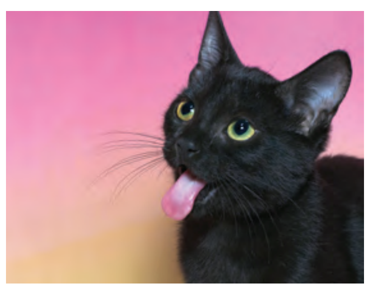
Read the following extracts from the radio program and answer the questions.

… OK. I'm reading some of the helpful tips. Are you ready? I'm sure you are *all ears.* Yes. Listen carefully.

… Well, I've heard that. What's that fruit? It's *on the tip of my tongue*. Errr… No, I can't remember, Maggie. What's the answer?

1. How are you listening if you say that you are all ears?
2. What are you trying to do if you say that something is on the tip of your tongue?





SPEAKING - 2

A. Work in pairs. Read the information below and role-play the situation.

Student A

Imagine you're visiting your doctor. You want to be healthier and you ask your doctor for advice. Say, "I want to be healthier. Could you please give me some advice? What should I do? What shouldn't I do?"

Student B

Imagine you're a doctor and your partner is visiting you. Listen to your partner and answer his/her questions. Start as follows.

"If you want to be healthier, you should/ shouldn't ...."

B. Change roles and role-play the situation again.

LISTENING - 3

Before You Listen

Work in groups of 4 and discuss the question. Support your answer with reasons or examples.

Do you think most people use the energy sources wisely?

While You Listen

Listen to the conversation and underline the correct words. (Audio 6.7)

Teacher : OK, class. In our biology lesson today, we're talking about **(1)** global warming / environmental problems. What do you think about this issue? Yes, Brandon?

Brandon : In my opinion, one of the biggest problems is that many people in the world **(2)** waste energy/ pollute the environment.

Teacher : Yes, Brandon. I completely agree with you. Scientists are really worried. Many people don't think about the consequences of wasting the energy sources. But the sources aren't endless. So we should **(3)** use renewable energy sources / organize environmental campaigns.

Brandon : Yes. We ought to be environmentally-friendly at our houses. For example, we should turn off the light when we leave a room. And we shouldn't **(4)** overuse natural resources/ leave the electrical appliances on standby. We should save energy.

Teacher : That's right, Brandon. If we don't use the energy sources wisely, **(5)** the Earth will be in trouble/ global warming will increase. People could face various problems. Yes, Carmen? What's your opinion?

Carmen : I think people waste lots of water at home every day. That's too bad. We should turn off the tap while we're brushing our teeth. We ought to **(6)** take shorter showers/ use dishwashers. In this way, we can save water.

Teacher : Yes, Carmen. You're right. Unfortunately, the world is running out of water. We should act before it's too late. Water is so valuable. If there's no water, there will be no life.

After You Listen

A. Work in groups of 3 and act out the conversation.

B. Do you agree with Brandon and Carmen? Why/Why not?

SPEAKING - 3

A. **Work in groups of 4. Look at the activity in While You Listen and talk about the consequences of wasting the energy sources. You can also use the phrases in the list or your own ideas.**

If we don't use the energy sources wisely, the Earth/people will ....

run out of energy sources	damage ecological balance
face famine	droughts/ start
forests/ disappear	natural disasters/ occur
some animal species/ become extinct	industrial activities/ not continue

B. **Work in groups of 4. Give advice on solving the environmental problems. Then share your ideas with the class.**

If you want a clean and healthy world, you should ....

VIDEO BLOG ENTRY

Prepare your video blog entry.

- Do research on the Net and write down some solutions to the environmental problems.
- Read your sentences and record yourself. Add visuals and prepare your video.
- Upload your video blog entry by the end of this weekend and share it on your blog.
- Your partner will evaluate you after he/she watches your video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

READING

Before You Read

Look at the list below and tick the sentences that are true for you.

When I have a problem, ...

(...........) I ask my friends for advice.
(...........) I ask my parents for advice.
(...........) I ask one of my teachers for advice.
(...........) I ask one of my relatives for advice.
(...........) I write a letter to the advice page of a magazine.
(...........) I solve my problem on my own.



While You Read

A. Read these letters to the advice page of a magazine. Answer the questions.

1. Who are all the letters for?
2. Are all the letters about similar problems?

Ask Debbie for Advice!



(1) Dear Debbie,

My sister and I don't get on well these days. We often have arguments. We used to have a good relationship, but now we can't talk to each other. I feel unhappy. She's two years older than me. She's made some new friends and she spends all her spare time with them. When I say something to her, she gets angry and shouts at me. I love her. Please help me. What should I do?

Pamela



(2) Dear Debbie,

I have a part-time job at a fast food restaurant. I work as a waiter at night. A few weeks ago, I discovered something. The other waiter steals food and he sometimes steals money. I don't know what to do. I need this job because I can't afford my education. So I don't want to quit the job. But I feel extremely uncomfortable here. I believe I should tell the boss. But if I tell the boss, the boy will know that I've talked to the boss. However, I'm afraid the boss will think I'm the thief. What should I do?

Dave



(3) Dear Debbie,

I'm having trouble with my mum. She thinks I'm still a child, but I'm 17. She asks too many questions. She'd like to know where I am all the time. She wants to learn all my friends. She listens to my phone conversations. She wants me to be at home at 8 p.m. This is very annoying. What should I do?

Lenny



(4) Dear Debbie,

We have a dog at home. We bought it a year ago because my son wanted it too much and he promised to look after it. It's a smart and lovely dog. I love it. But I have a problem. My son's forgotten his promise. He doesn't take care of the dog. He says he has to study hard for his exams. He's really stressed. I don't know what to do. I'm very busy. I work long hours and I get very tired, but I have to take care of the dog after work. I feel so bad. What should I do?

Miranda



(5) Dear Debbie,

My problem is that I've put on some weight in recent months and this makes me depressed. I have to study hard for my exams so I spend too many hours sitting at my desk. I want to lose some weight, but I have to go on my studies. I don't know what to do. Please help me. What should I do?

Lisa

NEVER FEEL HOPELESS. YOU CAN SOLVE YOUR PROBLEMS.

B. Work in groups of 5. Do the jigsaw activity.

- Each student in a group has a role: Student 1, Student 2, Student 3, Student 4 and Student 5.
- Look at the table below. Each student is responsible for his/her letter. (e.g. Student 1 is responsible for Letter 1, Student 2 is responsible for Letter 2, and so on.)
- Regroup: All Students 1 join in the first group, all Students 2 join in the second group, and so on.
- In these "expert" groups, read your letter together and complete your column in the table. Use a few sentences to summarize the problem.
- When you finish, join your first group again. Now each member knows about a different letter.
- Ask the members of your group, "What's the problem in your letter?"
- Share the information and complete all the columns in the table together.

	Letter 1	Letter 2	Letter 3	Letter 4	Letter 5
Problem					

C. Work in pairs and read Debbie's replies. Match them with the letters (1-5).

☐ (A) I think you should talk this problem over with your mother. I'm sure she loves you. You must know that she wants to protect you. You're right. She shouldn't listen to your phone calls. It's a good idea to say you feel annoyed. You'd better ask her to trust you. You can also tell her where you're going. That's not too bad.

☐ (B) In my opinion, you should talk to your boss about this situation. I understand how you feel. You don't want the boy to lose his job. But that's his fault, not yours. It's also a serious crime. He must learn his lesson. You'd better tell the truth immediately.

☐ (C) In my opinion, you should go on a diet, but not a strict one. You shouldn't stop eating fruit because you need lots of vitamins and minerals while you're studying so hard. It's a good idea to cut down on sugar. And you should avoid eating fast food. You'd better drink at least two liters of water every day. I also advise you to walk for half an hour every evening.

☐ (D) I think you should talk this problem over with your sister. But you should speak calmly and politely. You can say she's important to you and you miss her a lot. I believe she'll understand your feelings. It's a good idea to suggest doing something fun together.

☐ (E) In my opinion, you should talk this problem over with your son. But you must understand him. He's going through a difficult period. You should explain how hard it is for you to do everything alone. It's a good idea to make a to-do list together and share the responsibilities of the dog.

D. **Work in pairs. Read the letters in activity A and the replies in activity C again. Complete the following sentences.**

1. If Pamela talks to her sister calmly and politely, ...
2. If Dave doesn't tell the truth to the boss, ...
3. If Lenny tells his mum how he feels about the current situation, ...
4. If Miranda explains the situation clearly to her son, ...
5. If Lisa goes on a diet, ...

E. **Read the following brochure and choose the correct answer.**

The brochure provides information about the rules and regulations for ....

a. the students that take courses
b. the students that stay at the residence halls
c. the students that have meals on the campus

CALIFORNIA STATE UNIVERSITY RESIDENCE HALLS

RULES AND REGULATIONS

Residents must obey these rules and regulations when they stay in our residence halls.

- Park your bicycle in the bicycle racks near the residence halls.
- Keep the furniture in your room in good condition.
- Don't remove any furniture from your room, the study room or the lounge.
- Don't drink alcohol in or around the residence halls.
- Don't smoke in or around the residence halls.
- Ask for permission for your overnight guests.
- Don't make noise after 11 p.m.
- Use your keycard to enter.
- Don't lose your campus ID card.
- Fasten your window screens at all times.
- Don't cook in your room.
- Keep quiet in the study room.





F. **Read the brochure again and circle T for true or F for false for each statement.**

1. Residents must park their bikes inside the residence halls. T F
2. Residents must protect the furniture in their rooms. T F
3. Residents can drink alcohol in the garden of the residence halls. T F
4. Residents mustn't smoke inside the residence halls. T F
5. Residents can have overnight guests with permission. T F
6. Residents must keep quiet before eleven o'clock. T F
7. Each resident must have a campus ID card. T F
8. Residents can keep their window screens open in the daytime. T F
9. Residents are allowed to cook in their rooms. T F
10. Residents mustn't make noise in the study room. T F

G. **Work in pairs. Read the brochure in activity E again. Infer the possible consequences of the following conditions and complete the sentences with your own words.**

1. If a resident takes a chair from the lounge to his/her room, ...

....

2. If a resident loses his/her keycard, ...

....

After You Read

A. **Read the replies in activity C in While You Read again. Discuss these questions.**

1. Which one(s) do you agree with? Why?
2. Which one(s) do you disagree with? Why?

B. **Work in pairs. Read the brochure in activity E again. Take turns to describe the rules and regulations. Make sentences as in the example.**

If you're a resident here, you must park your bicycle in the bicycle racks near the residence halls.

C. **Work in pairs. Talk about the rules and regulations at your school. Take turns to make sentences. Start as follows.**

If you're a student at this school, you must/mustn't ....

E-PORTFOLIO ENTRY

Work in groups of 4. Read the instructions below and do your project.

- Prepare a brochure for the newcomers at your school.
- Describe the rules and regulations.
- Add visuals.
- Hand in your brochure next week.
- When your teacher gives it back, don't forget to take a photo of your brochure and upload it to your blog.

DISCUSSION TIME

A. **Discuss the following questions in groups of 4 and then share your answers with the class.**

1. Do most people take or ignore advice?
2. Do you think some people are too proud to ask for advice?
3. What's the best advice you've ever taken?

B. **Work in groups of 4. Brainstorm the household chores and make a list.**

set the table

....

....

....

....

....

....

....

C. **Work in pairs. Take turns to talk about the household chores you are responsible for.**

I'm responsible for making my bed.

D. **Work in pairs. Take turns to talk about the rules in your house.**

You must make your bed every morning.

WRITING

A. **Write a paragraph about the possible consequences when you don't obey the rules in your house. Include at least five examples.**

....

....

....

....

....

....

....

....

....

....

B. **Imagine your teenage cousin has a problem. Write an advice letter to him/her.**

Dear ....,

IDIOMS/ PROVERBS CORNER

Read the dialogues below and match the proverbs with the meanings.

1. **A:** I'd like to be on your list.
   B: You can be on the list if you link to our page. *One hand washes the other.*

2. **A:** How are you doing with your presentation?
   B: Not so good.
   A: Do you want help?
   B: Sure. *Two heads are better than one.*

1. One hand washes the other. ______
2. Two heads are better than one. ______

a. When two people work together, they come up with better ideas.
b. We need other people to get on as cooperation benefits us all.

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 6: HELPFUL TIPS	With no help	With some help	With a lot of help
I can understand the situation and the phrases about giving and receiving advice in a recorded text.			
I can use the intonation in advice structures correctly.			
I can give and receive advice.			
I can talk about the consequences of wasting energy sources.			
I can talk about rules and regulations.			
I can talk about the household chores I'm responsible for.			
I can identify the advice, rules and regulations in a text.			
I can make use of contextual clues to infer the possible consequences about helpful tips.			
I can write a paragraph about the possible consequences when I don't obey the rules.			
I can write an advice letter about youth problems.			

THEME 7

Food and Festivals



VIEWING

Before You View

Work in pairs. Discuss the questions.



1. Have you ever read about Ertuğrul Gazi?
2. Who was he?
3. Are you interested in history?
4. Do you know any festivals with historical importance? If yes, where do people celebrate them?

While You View

A. Watch the video. Underline the correct alternative. (Video 7.1)



1. Söğüt Festival is held every **September/ October**.
2. The TV presenter **is/ isn't** interested in history.
3. **Ertuğrul Bey/ Osman Bey** was the founder of the Ottoman State.
4. He founded the Ottoman State in **1289/ 1299.**
5. Söğüt Festival is organized to remember **Ertuğrul Bey/ Osman Bey.**

B. Watch the video. Number the main events in the festival. (Video 7.2)

- [ ] The Yörüks' performances are viewed.
- [ ] The festival parade is started with the mehter band.
- [ ] Different kinds of music is played by a modern military band.
- [ ] Javelin competitions are arranged.
- [ ] The guests are welcomed. And the Yörüks' large tents are put up in the festival area.
- [ ] Various folk dances are performed.
- [ ] The festival is ended with a nice concert and a fireworks display.
- [ ] Bulgur is cooked with meat, and this delicious dish is handed out to all the guests.

After You View

A. **Work in pairs. Look at activity B in While You View again. Take turns to talk about the events in the festival. Use the following sequence words.**

First	Second	Third	Next
Then	Later on	After that	Finally

B. **Work in groups of 4. Discuss the following questions.**

1. What do you think about Söğüt Festival?
2. Do people in your city celebrate any festivals to remember important historical figures and/or events?
3. Murat says, "Söğüt Festival is a good example of how to respect our traditions and protect our culture."
   Do you agree? Why/ Why not?

IDIOMS/ PROVERBS CORNER

A. **Read the following extracts from the first video. Pay attention to the idioms in italics. Choose the correct meaning for each idiom.**

Murat : Thank you very much.
Presenter : *My pleasure.*

Presenter : Oh, I like that kind of festivals. I'm interested in history.
Murat : Really?
Presenter : Yes. *I'm burning with curiosity.* Come on, Murat. Tell us about the festival.

1. *My pleasure* means ....
   a. You're welcome.
   b. It's one of my interests/ hobbies.

2. *I'm burning with curiosity* means ....
   a. Curiosity is damaging me.
   b. I'm feeling very curious and I want to learn about it as soon as possible.

B. **Can you give examples of idioms with similar meanings in your own language?**

1. ....
2. ....

C. **Make example sentences using the idioms.**

PRONUNCIATION

A. Listen to the following words from the videos. They're some of the commonly problematic words for Turkish learners of English. Practise saying them. (Audio 7.1)

pleasure	mention	answer	guest	whole	determined

B. Listen to the following sentences. Pay attention to the words in bold. Then practise saying the sentences. (Audio 7.2)

1. Neil Armstrong set foot on the **surface** of the moon in 1969.
2. **Climate** change is one of the biggest environmental problems.
3. My uncle ended his political **career** at the age of seventy.
4. Helen **suggested** an Italian restaurant for the party, and we all agreed.
5. The dog **buried** its bone under a tree near the pool.

Go to page **149** for Language Structures.

SPEAKING - 1

A. Imagine you are a guest at the same TV program. What festival would you like to talk about? Why?

B. Work in pairs. Look at the following festivals of Turkey. Take turns to say when each one is celebrated. Make sentences as in the example.

Children's Day is celebrated on ....

- Children's Day
- Victory Day
- Republic Day
- Youth and Sports Day
- Democracy Day

C. Work in groups of 4. Look at activity B again. Take turns to choose one of the festivals and talk about it.

D. Research international festivals on the Net. Choose one of them and make some notes about it for the next lesson.

Include:

- where the festival is celebrated.
- how it is celebrated.
- when it is celebrated.
- why it is popular.

E. Work in groups of 4. Use your notes in activity D and take turns to introduce the festivals.

LISTENING

Before You Listen

A. **Work in pairs. First, circle your answers. Then ask the questions to your partner and circle his/her answers.**

Questions	You	Your Partner
1. Are you interested in cooking?	Yes / No	Yes / No
2. Do you think trying new recipes is fun?	Yes / No	Yes / No
3. Do you like watching cookery shows?	Yes / No	Yes / No

B. **Use the following verbs to label the pictures.**

peel | slice | chop | grate
pour | boil | melt | sprinkle






1. .... **2.** .... **3.** .... **4.** ....






5. .... **6.** .... **7.** .... **8.** ....

While You Listen

A. **Listen to the conversation and choose the correct answer. (Audio 7.3)**

1. The reporter is talking to one of the .... of the festival.
   a. organizers **b.** cooks **c.** guests
2. They're talking about the ....
   a. festival area **b.** costumes **c.** festival dish
3. The reporter wants to learn about the ....
   a. cooking process **b.** cost **c.** atmosphere

B. **Listen to the conversation again and order the steps of the process.**

- [ ] Butter is melted in very large pots.
- [ ] Lots of bulgur is brought by the Yörüks from different parts of Turkey.
- [ ] Salt is sprinkled.
- [ ] Meat is chopped and it's boiled until it gets soft.
- [ ] Water is poured onto them.
- [ ] Bulgur is added and then meat is put into the pots.
- [ ] Some lambs are sacrificed near the festival area.
- [ ] A huge amount of bulgur is given away to the festival committee by some villagers nearby.

When all the water is lost, the dish is ready. It's served with ayran.

C. **Listen to the conversation and tick the correct picture. (Audio 7.4)**


1.


2.


3.

D. **Listen to the conversation again and fill in the blanks.**

Ingredients	
(1) .... tomatoes	**(5)** .... glasses of water
1 glass of **(2)**	1 teaspoonful of **(6)** ....
(3) .... spoonfuls of flour	1 teaspoonful of black pepper
(4) .... spoonfuls of butter	**(7)** .... grams of Parmesan cheese

E. **Listen to the conversation and put the following instructions in the correct order. (Audio 7.5)**

Cooking instructions
☐ The tomatoes are added and cooked for about five minutes.
☐ The tomatoes are grated.
☐ The salt and black pepper are added.
☐ The butter is melted in a pot.
☐ The milk and water are poured into the pot.
☐ The soup is boiled for about fifteen minutes. And your soup gets ready.
☐ The flour is added and mixed well.
Later on, the cheese is grated and sprinkled on the soup before it's served.

After You Listen

Discuss the questions in pairs.

1. Do you think the special dish of Söğüt Festival is delicious?
2. Do you think it's easy to cook the dish?
3. Do you think Amanda's tomato soup is delicious?
4. Would you like to try the recipe of the soup?

SPEAKING - 2

A. **Work in pairs. Look at the steps of the cooking process in activity B in While You Listen. Take turns to describe the process. Use the following words to tell the order of the steps.**

First	Second	Third	Next
Then	After that	Later	Finally

B. **Work with a different partner. Look at the cooking instructions in activity E in While You Listen. Take turns to describe the process of making tomato soup. Use the words below to tell the order of the instructions.**

First	Second	Third	Then	Next	After that	Finally

C. **Work in pairs. Read the explanations below and role-play the situation.**

Student A

You're the presenter of a cookery show. Student B is your guest. Ask him/her to tell you the recipe for his/her favorite salad.

Student B

You're a guest at a cookery show. Tell Student A the recipe for your favorite salad. Include the ingredients and the steps of the process. Use some sequence words.

D. **Change roles and role-play again.**

VIDEO BLOG ENTRY

Prepare your video blog entry.

- Choose one of our traditional dishes and get the recipe from your mother.
- Present the recipe and record yourself. A family member or a friend can help you with this.
- Mention the ingredients.
- Include the steps of the process and follow the instructions. Display the cooking process.
- Upload your video blog entry by the end of this weekend and share it on your blog.
- Your partner will evaluate you after he/she watches your video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

READING

Before You Read

Look at the pictures of some international festivals. Label them using the words in the list.

Children's Day   Ramadan Feast   Easter   Christmas   Sacrifice Feast



1. ....



2. ....



3. ....



4. ....



5. ....

While You Read

A. **Read the following text and complete the sentences below.**

The text is about two festivals.

The first one is called **(1)** .... or **(2)** ....

The second one is called **(3)** .... or **(4)** ....

Eids

Two religious festivals are celebrated in Turkey every year. One of them is called Ramadan Feast, and the other one is Sacrifice Feast. Actually, Muslims all over the world celebrate these two festivals. However, people in some countries call them differently. According to them, Ramadan Feast is *Eid al-Fitr*, and Sacrifice Feast is *Eid al-Adha*. These celebrations are known as Eids, and they're very important to the Islamic world.

Muslims **fast** in the daytime during the month of Ramadan. They also help the needy. They believe it's their religious duty to give **alms** to the poor. At the end of this holy month, Ramadan Feast is celebrated. It lasts for three days. Early in the morning on the first day, Muslim men go to mosques and perform special prayers. Children wear new clothes. They are given gifts like candies and coins. Schools and offices are closed so family members enjoy the celebrations together. Relatives, friends and neighbors visit each other to improve relationships. During this Eid, people eat special food like *baklava* and *Turkish delight*.

The other festival, Sacrifice Feast lasts for four days. It's celebrated at the end of *Hajj*, the religious journey. Millions of Muslims visit the **holy** city of Mecca in Saudi Arabia every year. Muslims try to go on this **pilgrimage** at least once in their lifetime. During the pilgrimage, animals such as sheep, goats and cows are sacrificed. Those unable to go on a pilgrimage sacrifice animals near their homes and give most of the meat to the poor. People enjoy festive meals together. The most popular dish is *kavurma*. Besides, many people have barbecues with their loved ones. Everybody has a good time at these Eids.





B. Read the text again. Tick (√) the correct column for the sentences (1-10).

	True	False	No information
1. Muslims in different countries celebrate the two Eids.			
2. Muslims help poor people during the month of Ramadan.			
3. A feast is celebrated during the month of Ramadan.			
4. Eid al-Fitr is a two-day festival.			
5. Some people offer pastry to their guests at Ramadan Feast.			
6. Eid al-Adha is a three-day festival.			
7. It's celebrated when the religious journey starts.			
8. It's a religious duty for Muslims to go to Mecca.			
9. In some countries, camels are sacrificed.			
10. Poor people are given meat at Eid al-Adha.			

C. Read the text again and complete the table.

Festival	Festival Food
Ramadan Feast	
Sacrifice Feast	

D. Read the text again and find the following words. Then match them with the definitions (1-4).

fast alms holy pilgrimage

1. related to a religion: ....
2. a special journey to a place for religious reasons: ....
3. to have no food and water for a period of time: ....
4. clothing, food or money given to poor people: ....

E. **Read the text below and complete the sentence.**

The text is mainly about ....

Search *Login*

26 comments



Join the discussion...

What festivals do you celebrate? Share them with us. We wonder your answers.



Aditi (40 minutes ago)

My favorite festival is *Diwali*. It's also called the Festival of Lights. It's the biggest celebration in India. All the houses are cleaned and then lots of candles and oil lamps are lit in each room. Families come together and exchange gifts. In the evening, there are thousands of candles in streets. Moreover, fireworks are let off everywhere. The atmosphere is fascinating. And don't miss the festival food ladoos. They're ball-shaped sweets. Yummy!



Li (2 hours ago)

Chinese New Year is the most popular festival in my country. It's also called the Spring Festival. All the streets and buildings are decorated with red during the celebrations. People perform dragon and lion dances in streets. They eat various traditional dishes like Peking duck. Many tourists come to our country for this festival. It's fascinating.



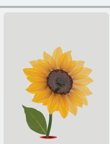
Olivia (5 hours ago)

I'm from Canada. We celebrate *Halloween* there on October 31. Children wear costumes and then knock on their neighbors' doors. They say, "Trick or treat?" They're usually given biscuits. Furthermore, many people carve pumpkins. They also decorate their houses and throw parties for Halloween. It's great fun.



Sam (8 hours ago)

Independence Day is the most important festival in the USA. It's annually celebrated on July 4 and is often known as "the Fourth of July". It's a day of family celebrations with picnics and barbecues. Various activities are also organized. For example, many people join watermelon eating competitions or swimming races. Besides, there are parades and fireworks displays. Lots of traditional food is served. Strawberry shortcake is the number one festival dessert.



Isabella (11 hours ago)

I'm Mexican. My favorite festival is *Cinco de Mayo*. It means May 5. At this festival, red, white and green clothes are worn. They're the colors of our flag. All the streets are decorated with balloons and flowers. We listen to music and perform our folk dances. We eat traditional dishes like tacos. We watch fireworks displays. We have a great time during the celebrations.

F. Read the text again and complete the table.

Person	Country	Festival	Festival food
Aditi			
Li			
Olivia			
Sam			
Isabella			

After You Read

A. Work in pairs. Look at activity A in While You Read. Take turns to talk about Eids.

How is Ramadan Feast celebrated? How is Sacrifice Feast celebrated?

B. Work in groups of 4. Look at activity E in While You Read. Choose a festival and talk about it in turn.

How is each festival celebrated?

DISCUSSION TIME

Work in groups of 4. Discuss various benefits of festivals and complete the table below. Then share your ideas with the class.

Benefits of festivals

E-PORTFOLIO ENTRY

Read the instructions below and do your project.

- Research an interesting festival on the Net.
- Use the information to prepare a slide show.
- Add some visuals.
- Present your slide show to the class next week.
- After that, upload it to your blog.

WRITING

Write a paragraph about your favorite festival. Activity E in While You Read is a model for you.

IDIOMS/ PROVERBS CORNER

A. Read the following dialogues. Pay attention to the proverbs in bold. Can you guess what they mean?

1. **A:** I think everyone should take up new interests from time to time. Otherwise, life sometimes gets boring.
   B: I completely agree. **Variety is the spice of life**.

2. **A:** We've got too many people on this project, and things are getting worse and worse.
   B: Too many cooks spoil the soup!

B. Use the proverbs above to complete the following sentences.

1. We usually spend our summer vacations at the seaside, but I think we should try something different this year. ....

2. Fifteen students are responsible for decorating the hall for the festival, but I'm afraid they can't manage to do it properly. ....

C. Work in pairs. Brainstorm the Turkish proverbs with similar meanings and write them down.

1. ....
2. ....

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 7: FOOD AND FESTIVALS	With no help	With some help	With a lot of help
I can order the steps of a process given in a TV show.			
I can pronounce some problematic words correctly.			
I can take part in a dialogue about introducing national and international festivals.			
I can describe the steps of a process related to national and international festivals.			
I can read a text and classify various cuisines around the world.			
I can understand a text about different festivals all around the world and complete charts.			
I can write a paragraph about my favorite festival.			

THEME 8

Digital Era



LISTENING - 1

Before You Listen

A. Read the online activities below. Tick the correct column.

Online activities	I've already done	I'd like to do	I wouldn't like to do
listen to music			
download music			
watch videos			
share videos			
share photographs			
share opinions			
read the news			
write blogs			
read blogs			
join discussion forums			
join chat rooms			
download games			
play games			
choose avatars in games or chat rooms			

B. Discuss the questions with your partner.

1. How often do you use social media?
2. Do you think you are addicted to social media?
3. Do you know anyone who is addicted to social media?

While You Listen

A. Listen to the podcast. Which speakers express a positive attitude to the use of social media? Tick them. (Audio 8.1)

Speaker 1	(............)
Speaker 2	(............)
Speaker 3	(............)
Speaker 4	(............)
Speaker 5	(............)



B. **Listen to the podcast again and match the speakers (1-5) with the opinions (a-e).**

Speaker 1 (..............)
Speaker 2 (..............)
Speaker 3 (..............)
Speaker 4 (..............)
Speaker 5 (..............)

a. People become less social because of social media.
b. Young people spend too much time on social media.
c. Young people are good at using technology.
d. People can contact each other through social media.
e. People should develop their computer skills.

C. **Read the phrases below. Listen again and underline the phrases that the speakers use.**

Stating personal opinions	
I think	In my opinion
I believe	As I see it
I guess	The way I see it
I suppose	If you ask me
In my view	It seems to me that

D. **Listen to the second podcast. Match the speakers with the technological devices in the pictures. (Audio 8.2)**

Speaker 1 (..........) Speaker 2 (..........) Speaker 3 (..........) Speaker 4 (..........)

(a)



(b)



(c)



(d)



E. **Listen again and circle T for true or F for false for each statement.**

1. Speaker 1 prefers the device because it has many different functions. T F
2. Speaker 2 would rather use the device since he can use social media easily. T F
3. The device is more powerful and therefore Speaker 3 would rather use it. T F
4. Speaker 4 prefers the device because its performance is better. T F

After You Listen

Work in groups of 4. Look at activity B above. Answer the following questions. Use some phrases from activity C to state your opinions.

Which speaker(s) do you agree with? Why?

IDIOMS/ PROVERBS CORNER

Read the sentences from the first podcast. Choose the correct answer.

Which option has the similar meaning?

1. I'm *not* an expert at this topic *by a long shot.*
   a. I'm not one of the best experts at this topic.
   b. I'm not an expert at this topic at all/ in any way.

2. Young people know a lot about *cutting-edge* technology.
   a. Young people know a lot about the latest developments in technology.
   b. Young people know a lot about the advantages of technology.

PRONUNCIATION

A. Listen to the sentence from the first podcast. Pay attention to the pronunciation of the words in bold. Then practise saying the sentence. (Audio 8.3)

I've **watched** a documentary **which** is about technology and use of social media.

B. The following words are from the podcasts. Listen and repeat. (Audio 8.4)

with	away	will	week	we	view
waste	way	when	know	news	World Wide Web

C. Listen to the following sentences. Pay attention to the difference in the /v/ and /w/ sounds. (Audio 8.5)

/v/	/w/
My mother is **very** patient.	Tourists should be **wary** of pickpockets.
A **vet** loves animals.	I got **wet** in the rain.
He puts on a thermal **vest** in winter.	The sun sets in the **west**.
The gas left the box through the **vent**.	Susan **went** to the airport by taxi.
My aunt makes this soup with **veal**.	A bike has two **wheels**.
I know the first **verse** of this song.	My cold got **worse** last night.

D. Listen again and then practise saying the sentences.

E. **Listen carefully. Circle the words you hear. (Audio 8.6)**

1. very / wary
2. vet / wet
3. vest / west
4. vent / went
5. veal / wheel
6. verse / worse

Go to page **150** for Language Structures.

SPEAKING - 1

Work in groups of 4. Read the following sentences from the second podcast. Make similar sentences to talk about your preferences for technological devices. Use some signal words such as because, as, since, so, therefore.

I prefer a mobile phone over the other technological devices because my mobile phone is always with me and it has lots of functions. It's so easy to get online with it. …

… I'd rather use a notebook than a tablet since a notebook has more powerful hardware and faster performance. It can also store more. Therefore, a notebook is the best alternative for me.

VIDEO BLOG ENTRY

Prepare your video blog entry.

- Look at activity E on page 105. Imagine you are Speaker 5.
- Describe your preferences for technological devices. State your opinions using some phrases from activity C on page 105.
- Use some signal words like because, as, since, so and therefore.
- Record yourself and make a video podcast.
- Upload your video by the end of this weekend.
- Share it on your blog.
- Your partner will evaluate you after he/she watches your video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

LISTENING - 2

Before You Listen

Discuss the questions in pairs.

1. Are you interested in the latest developments in technology?
2. What do you think about innovations? Do you have a positive attitude towards them? Why / Why not?

While You Listen

A. Listen to the TV program and choose the correct picture. (Audio 8.7)

(a)



(b)



B. Listen again and correct the mistakes in the paragraph.



One of the world's most famous technology companies is preparing to **launch** a smartwatch this week. Experts say it's one of the best smartwatches. It has lots of different functions. You can connect it to your mobile phone or laptop **via** Bluetooth and it can connect to an app store which has over 2,000 **applications**. In this way, you can have **access** to lots of information. For example, you can see text messages, videos, calls and reports from social media accounts. You can also control e-mails and view calendar events. You can set timers, alarms and reminders. You can use it as a **remote control** for mobile phones, cameras and home appliances like radios. The device is waterproof so you can wear it even when you swim. It has a 5-day battery life. It's believed to be a very popular device.

C. Look at the words in bold in the paragraph above. Match them with their meanings below.

1. launch	a. a computer program for special uses
2. via	b. a device that allows you to control a machine from a distance
3. application	c. the right or opportunity to use something
4. access	d. introduce a new product to the public
5. remote control	e. by means of/ through

D. **Use the words in activity C and complete the sentences.**

1. The news program came to us .... satellite.
2. I can't turn down the volume of the TV since I can't find the ....
3. My new mobile has various .... It's great.
4. The company will .... the new model this summer.
5. You need a password if you want to get .... to the computer system.

After You Listen

Answer these questions.

1. Which piece of information about the smartwatch is the most interesting to you?
2. Would you like to buy this smartwatch? Why/Why not?

SPEAKING - 2

A. **Work in pairs. Look at activity B in While You Listen again. Make comments on the smartwatch by answering the questions.**

What's your opinion about the smartwatch?

Do you think it's an important innovation? Why/ Why not?

B. **Work in groups of 4. Brainstorm the latest innovations and make a list.**

C. **Look at activity B. Make comments on the innovations in your list. Say what you think about them. Use some of the words below.**

because	as	since	so	therefore

E-PORTFOLIO ENTRY

Work in groups of 4. Read the instructions below and do your project.

- Invent a new application for a mobile phone.
- Think about a name for your application.
- Include:
  - what type of activity the application is about. (music, games, videos, photographs, text messages, shopping, work, travel, etc.)
  - what the application can do and how people can use it.
- Make sentences as in the examples below.

  When you visit a place, your mobile phone knows where you are and gives you information about the place.

  When you hold your mobile phone over a document in a foreign language, your mobile phone translates it for you.

  When you hold your mobile phone in front of a product at a supermarket, your mobile phone tells you how much that product is at the other supermarkets in that area.

  When you listen to a song on your mobile phone, it displays the lyrics of the song on the screen.
- Prepare an advertisement for a newspaper.
- Add some visuals.
- Present your advertisement to the class next week.
- When your teacher gives it back, don't forget to take a photo of your project.
- Upload it to your blog.

READING

Before You Read

You're going to read a text about the evolution of technology. What technological devices do you think the text mentions? Make a list with your partner.

While You Read

A. Read the text and check the words in your list. Were any of your guesses correct?

....



When people began to make technological devices, they certainly didn't know how much these devices would develop in the future. For example, when Alexander Graham Bell invented the telephone in 1876, he probably couldn't imagine that people would use a mobile phone one day. An Italian engineer Guglielmo Marconi invented the radio in 1895. John Logie Baird, who was a Scottish engineer, made the first working television system in 1925. How would they feel if they could see today's radios or televisions?

As technology develops, the world develops. Here are some of the most important technological developments. Bell laboratories made the first video phone in 1969. Martin Cooper, who is an American engineer, designed the first handheld mobile phone in 1973. And in 2000, millions of people began to use mobile phones. In 2009, technology companies made the first smartphone, which performs many functions of a computer. Today smartphones are everywhere. They are used by people all over the world.



As for computer technology, the developments are unbelievable. In 1944, Tommy Flowers designed the first electronic digital computer which was programmable. In 1973, computer engineers made the first computer which had a keyboard and a mouse. And the first laptop was created in 1983. A British scientist Tim Berners-Lee invented the World Wide Web in 1989. 1991 is the year when WWW became available for everyone. The first wireless Internet network started in 2000. And the Internet has continued to develop rapidly since then. Now we live in the digital era, and computers are in all parts of our lives.

B. **Read the text again and complete the sentences as in the example.**

1876 is the year when Alexander Graham Bell invented the telephone.

1. 1895 is the year when ....
2. 1925 is the year when ....
3. 1944 is the year when ....
4. 1969 is the year when ....
5. 1973 is the year when ....
6. 1973 is also the year when ....
7. 1983 is the year when ....
8. 1989 is the year when ....
9. 1991 is the year when ....
10. 2000 is the year when ....
11. 2000 is also the year when ....
12. 2009 is the year when ....

C. **Work in groups of 4 and write a title for the text.**

D. **Share your title with the class and listen to the other groups' titles. Then vote for the best title.**

E. **Read the following paragraph. Choose the correct answer.**

The paragraph is about ....

a. the positive effects of social media

b. the negative effects of social media

c. both

SOCIAL MEDIA

Social media includes many different web-based platforms such as social networking sites, blogs, microblogs, chat rooms and podcasts. Social media offers lots of benefits to users. For example, it helps people to interact with one another online. People also learn about important events and express their opinions on them through social media so they become active citizens. They can organize activities and invite many people to them. They develop communication and discussion skills. They learn to make friends and keep friendships. On the other hand, social media has some adverse effects on users. Firstly, many people waste too much time on social media. Therefore, they ignore their responsibilities like their work. Social media is also risky because some companies may sell users' personal information. In addition, when users post information on the Internet, a person who is clever enough can easily access it. And if that person steals someone's identity, he/she can turn the victim's life into a nightmare. To sum up, it is easy to get into trouble over social media, but social media platforms are an excellent way to keep in touch with friends and relatives when you use them safely.



F. Read the paragraph again and complete the sentence.

You should use social media safely, otherwise ....



G. Read the paragraph again and complete the table.

the positive effects of social media	the negative effects of social media

After You Read

Work in groups of 4. Add some positive and negative effects of social media in the table below.

the positive effects	the negative effects

DISCUSSION TIME

Work in groups of 4 and discuss the questions below. Then share your group's opinions with the class.

Do you think the positive effects of social media greatly outweigh its negative effects? Why/ Why not?

WRITING

A. Read the following text. Choose the correct title for it.

a. What is netiquette?

b. Why do we use netiquette?

c. When do we use netiquette?

....

The word ***netiquette*** is a combination of the words *net* (from the Internet) and *etiquette.* It means respecting other users' views and paying attention to some rules when you send e-mails or post messages in blogs, forums or chat rooms.

Here are some basic rules.

- Include a subject line. Tell the topic of your e-mail there.
- Begin your e-mail with a salutation. You can begin a formal e-mail with *Dear Mr. Cheng*, or *Dear Sir or Madam*, and an informal e-mail with *Dear Michael,* or *Hi, Tony!*
- End your formal e-mail with *Regards, Yours sincerely* or *Yours faithfully,* and an informal e-mail with *Love,* or *Yours.*
- Don't forget to write your name at the bottom.
- Avoid using all capital letters. Because this means you're shouting.
- Keep your e-mails or messages short and focused.
- To shorten informal e-mails or messages, use common acronyms or smileys. You can also add personality and humor to them in this way.
- Check your spelling.
- Remember all your posts are public. Your parents, children or employer may read them.
- Avoid rude language.

B. Do research into netiquette on the Net. Then write a paragraph about the importance of netiquette. Use some signal words like because, as, since, so, therefore.

....

....

....

....

....

....

....

....

....

....

....

C. **Read the following paragraph and write a good title for it.**

....

Nowadays many people are interested in creating a digital story. It has become one of the most popular hobbies. People use digital technology to tell stories. If you want to design your own digital story, first you should decide what you want to tell. Think small. You're not writing a novel. Your story will be only 3 to 5 minutes long. Second, you should write your story. It can be a personal tale. Or you can present an idea. Third, you should create a digital audio clip. You need to use a microphone to record your sentences. Then you should choose the images like your digital photos which you'll use in your story. Next, you should use a video editing program to combine the sound with the images. After that, you should add background music. If you want, you can also add titles, transitions and effects. Finally, you should publish your story on a video-sharing website. So you can share it with everyone in the world. Why don't you design a digital story during your next vacation?

D. **Work in groups of 4. Write a story collaboratively and then turn it into a digital story. Present it to the class next week. After that, upload it to your blog.**

IDIOMS/ PROVERBS CORNER

Read the dialogues below. Then use the correct idioms to complete the sentences.

Dialogue 1:

A: How was Darren's performance yesterday?

B: It was terrible. When he saw Sue, he **hit the panic button** and forgot the words of his song.

A: Oh, what a pity!

Dialogue 2:

A: How is your relationship with your new flatmate?

B: It's excellent. We're **on the same wavelength.**

A: It's nice to hear that.

1. David and I are .... He's my best friend. We have a lot in common.
2. In case of crisis, you shouldn't .... You should keep calm.

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 8: DIGITAL ERA	With no help	With some help	With a lot of help
I can listen to podcasts in English and identify detailed information.			
I can determine personal opinions about technology in a video/ recorded text.			
I can pronounce the /w/ and /v/ sounds correctly.			
I can make comments on innovations by stating causes and effects.			
I can talk about my preferences for technological devices.			
I can read a text about the evolution of technology for specific information.			
I can evaluate the effects of social media in a written text to draw conclusions.			
I can write a cause and effect paragraph about the importance of netiquette.			
I can write an online digital collaborative story with a group of friends.			

THEME 9

Modern Heroes and Heroines







VIEWING

Before You View

A. Work in groups of 4. Read the dictionary entries below. Write a few example sentences and then share them with the class.

hero /ˈhɪərəʊ/ noun (C)
a person, especially a man, who is admired by many people for doing something brave or good
*Einstein is the all-time **hero** of many scientists.*
*Many people in the world think Superman is the most popular **hero**.*

heroine /ˈherəʊɪn/ noun (C)
a girl or woman who is admired because she has done something very brave or has achieved something great
*Halide Edip remains one of the **heroines** of the Turkish War of Independence.*
*My sister's favorite **heroine** is Storm, a member of the X-Men.*

B. Work in groups of 4. Brainstorm the famous superheroes and make a list.

While You View

A. Watch the video and answer the questions. (Video 9.1)

1. Is the video about any of the superheroes in your list?
2. What superheroes can you see in the video?

B. Watch the video again and complete the table.

Superhero	His/ Her real name	His/ Her current job

C. Read the words (1-3) and watch the video again. Work out their meanings from the context and match them with the definitions (a-c).

1. weapon (.............)
2. superpower (.............)
3. invisibility (.............)

a. the fact or state of not being able to be seen
b. an object such as a gun, bomb, etc. used for fighting
c. an extraordinary power or ability

D. Watch again and choose all the correct options for each superhero.

1. The first hero ....
   a. has superpowers like superhuman strength
   b. has superpowers like supersonic speed
   c. can fly
   d. can react to danger very quickly
   e. uses special devices
   f. can become invisible
   g. works with his team members

2. The heroine ....
   a. has superpowers like superhuman strength
   b. has superpowers like superhuman speed
   c. can fly
   d. can react to danger very quickly
   e. uses special devices
   f. can become invisible
   g. works with her team members

After You View

Work in groups of 4. Discuss the questions.

1. Do you like watching superheroes? Why/ Why not?
2. Who is your favorite superhero?
3. What superpowers would you choose to have if you could?



Go to page **151** for Language Structures.

LISTENING

Before You Listen

Work in groups of 4. Think of possible advantages and disadvantages of being a superhero and make sentences as in the example. Share your opinions with the class.

If I were a hero/ heroine, I could(n't)/ would(n't) ....
....



While You Listen

A. **Listen to the conversation. What superheroes are the teenagers talking about? (Audio 9.1)**

B. **Listen again and circle the correct alternative.**

1. *Rita/ Ken* is reading a blog about superheroes.
2. Ken thinks superheroes are *interesting/ unbelievable.*
3. Rita thinks Ant-Man is *helpful/ successful.*
4. Ant-Man has different superpowers like the ability to become very *big/ clever.*
5. Ken thinks Superman is more *talented/ powerful* than Ant-Man.
6. Ken says if he were a superhero, he would be very *attractive/ helpful.*
7. Rita says if she had superpowers, she could *fly/ protect the world.*

C. **Listen to the class discussion and choose the correct answer. (Audio 9.2)**

The teacher says, "OK, class. Our topic today is imaginary situations."

So the teacher and his students are talking about ....

a. real situations

b. situations in their dreams

c. situations in their imagination

D. **Listen again and complete these sentences.**

1. Lorna thinks .... is the best heroine because she's extremely ....
2. If Lorna had superpowers, she would .... in the world.
3. In William's view, ... is an incredible superhero because he can stretch .... into many forms and length.
4. If William had superpowers, he'd .... in the world because he wants to .... who are in trouble.
5. If Jessica were invisible for a day, she'd ....

After You Listen

A. **Work in groups of 4. Discuss these questions. Take notes of your group members' answers.**

1. Who would you be if you were a superhero?
2. What would you do if you were invisible for a day?

B. **Use your notes and report your group members' answers to the class.**

C. **Listen to all the answers and decide who is the most popular superhero according to your classmates.**

IDIOMS/ PROVERBS CORNER

Read the sentence from the first audio in While You Listen. Answer the question.

When Ken talks about his favorite superhero, he says, "He's *as strong as a bull* and *as brave as a lion*." Why does Ken use these idioms?





PRONUNCIATION

Listen to the following sentences from the second audio in While You Listen. Practise saying them. (Audio 9.3)

If I were a superhero, I'd be Wonder Woman.

If I had superpowers, I'd stop all the wars in the world.

If I were a superhero, I'd be Mr. Fantastic.

If I had superpowers, I'd go everywhere in the world and help people who need me.

If I were invisible for a day, I'd go to my favorite singer's concert.

SPEAKING

Think about what you would do if you were a hero/ heroine. First, make notes below. Then use them and share your opinions with your classmates.

....

....

....

....

....

VIDEO BLOG ENTRY

Prepare your video blog entry.

- Imagine you are a reporter for a news channel on TV.
- Report an interesting event about a new superhero. Give details about his/ her appearance and superpowers.
- Record your video.
- Upload your video blog entry by the end of this weekend and share it on your blog.
- Your partner will evaluate you after he/she watches your video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

READING

Before You Read

A. Match the sentence halves.

1. Aziz Sancar is a modern hero because... (..............)
2. Yasemin Adar is a modern heroine because... (..............)
3. Canan Dağdeviren is a modern heroine because... (..............)

a. she was named to the "Top 30 Under 30 in Science" by the Forbes Magazine in 2015.
b. she won a gold medal at the World Women's Wrestling Championship in 2017.
c. he was awarded the Nobel prize in chemistry in 2015.

B. Look at activity A again and write the correct names under the pictures below.



1. ....



2. ....



3. ....

While You Read

A. Read the text and underline the correct alternative.

The text is an extract from *a biography / an interview.*

....

— You're a person who is known by all the scientists in the world, and you succeeded this before the age of 30. What are the milestones in your life, Professor Canan Dağdeviren?

— Well, when I was 5, my dad gave me a book. This was a real **milestone** in my life. The book was about Marie Curie, the only female scientist with two Nobel prizes. While I was reading, I was fascinated by *her* husband Pierre Curie. Actually, he's my personal hero. He discovered piezoelectricity although *he* got no education in a lab. That affected my life so much! Mainly about my decision to study physics at university. By the way, I've always **chased** my dreams. I've had many difficulties, but I've never **given up**.

— Do you mean that you had some ideas about your current inventions at the young age?

— Yes. When I was a child, I found out that my grandfather died of a heart attack at the age of 28. I told myself, "I'll make something for people with heart diseases before I'm 28. I promise." For this reason, I invented a device. *It*'s a pacemaker which is tied to a heart and recharged with heartbeats. In this way, my childhood dream came true. And I thought, "My device can work on a heart. So why not the other organs of our body?" I've worked on many projects since then.

— Yes. One of them is a very thin skin sensor that can be placed on a kneecap or an elbow. *It* can **detect** skin cancer.

— That's right. The sensor tells us if there's something wrong within our body.

— How interesting! You're very successful. That's why you were on the Forbes Magazine's list, "Top 30 Under 30 in Science" in 2015. In the same year, you were also named to the "Top 35 Innovators Under 35" by MIT. Moreover, you have over 25 national and international **awards**. You're amazing.

— Thank you very much indeed. I represent my country well in the world. That makes me so proud.

......



**** MIT (Massachusetts Institute of Technology)***

B. **Read the text again and tick the correct column for the sentences below.**

	True	False	No information
1. Canan Dağdeviren's personal hero is Pierre Curie.			
2. She studied chemistry at university.			
3. Her grandmother died of lung cancer.			
4. She made a device for people with heart diseases.			
5. She works in the Koch lab with a group of scientists.			
6. She's on MIT's list of the best innovators under 35.			
7. She has more than 30 national and international awards.			

C. **Read the text again. What does the author wish to do? Choose the correct answer.**

a. To present Canan Dağdeviren's biography.

b. To give information about Canan Dağdeviren's education life.

c. To show readers that they shouldn't give up their dreams.

D. **Find the following words in the text. Write what/ who they refer to.**

1. (Line 5) her: ....

2. (Line 6) he: ....

3. (Line 12) It: ....

4. (Line 17) It: ....

E. **Find the blue words in the text and guess the meaning from the context. Then match the words below with the definitions (1-5).**

milestone | chase | give up | detect | award

1. to discover something, usually using special equipment: ....

2. an important event: ....

3. a prize which is for an achievement: ....

4. to stop trying to do something: ....

5. to try to obtain or achieve something: ....

F. **Complete the following sentences using the correct form of the words in activity E.**

1. This device is used to .... the level of lead in the air.

2. Mary .... skiing after her fall last December.

3. The competition was a real .... in his life. It changed all his future plans.

4. Why do you feel hopeless? .... your dreams. Keep trying. You'll succeed.

5. The producer of the movie got some .... like an Oscar in 2016.

G. **Read the text and choose the correct option.**

The following text is ....

a. an interview **b.** a biography **c.** a story

Aziz Sancar

Aziz Sancar is a great Turkish scientist. He's a biochemist and molecular biologist. He was born in Savur, Mardin in 1946. He grew up as one of the eight children of an **impoverished** family in a small town. He had his primary and secondary education near his hometown.

He started Istanbul School of Medicine in 1963, and he graduated from Istanbul University in 1969. Then he studied molecular biology at the University of Texas in the USA and completed his doctorate there in 1977. After that, he started his postdoctoral work at Yale University School of Medicine in 1977. He **carried out** studies on DNA repair there, and he became an associate professor. In 1982, he started to work at the University of North Carolina, where he currently serves as a professor of biochemistry and biophysics.

Aziz Sancar got the North Carolina **Distinguished** Chemist Award in 2001. He was also the first Turkish scientist who became a member of the United States National Academy of Sciences in 2005. And in 2006, he was elected to the Turkish Academy of Sciences. He established the Aziz and Gwen Sancar Foundation with his wife in 2007 to **promote** Turkish culture. He also founded Carolina Turkish House near the university campus to support Turkish students there.

Professor Aziz Sancar got the Nobel prize in chemistry in 2015. He was awarded for his mechanistic studies of DNA repair. He says, "DNA repair is really important to **protect** the human body against cancer."



H. **Read the text to find the words in bold. Guess the meaning from the context and match them with the definitions (a-e).**

1. impoverished (adj) (..............)
2. carry out (v) (..............)
3. distinguished (adj) (..............)
4. promote (v) (..............)
5. protect (v) (..............)

a. to help something to develop

b. to do and complete a task

c. very poor

d. to keep something safe from damage

e. very successful and admired by many people

I. Read the text again and complete the table as in the example.

Date	Event
1946	*Aziz Sancar was born.*
1963	
1969	
1977	
1977	
1982	
2001	
2005	
2006	
2007	
2015	

J. Work in pairs. Look at the table above and make sentences as in the example.

1946 is the year when Aziz Sancar was born.

After You Read

A. Work in pairs. Take turns to talk about Canan Dağdeviren's achievements.

B. Work with a different partner. Take turns to talk about Aziz Sancar's achievements.

DISCUSSION TIME

A. Work in groups of 4. Talk about your personal hero in turn. Say why he/she is your hero.

B. Work in groups of 4. Discuss the quote below. Share your group's opinions with the class.

"Chase your dreams or let them go."

E-PORTFOLIO ENTRY

Read the instructions below and do your project.

- Research your personal hero on the Internet.
- Use the information to prepare a poster. Add some visuals. You can make an e-poster.
- Present your poster to your classmates next week.
- When your teacher gives it back, take a photo of your project and upload it to your blog.

WRITING

Imagine yourself as a hero/ heroine and write a short paragraph in your notebook. Present your paragraph to your classmates next lesson.

IDIOMS/ PROVERBS CORNER

Read the following sentences and fill in the gaps with your own words. Then make sentences using the idioms.

Real heroes never give up. They say, *"No pain, no gain".*

I only read a comic book about superheroes *once in a blue moon,* but I watch a movie very often.

1. We use the idiom *no pain, no gain* when we mean you can .... if you bear difficulties and overcome them.
2. We use the idiom *once in a blue moon* when we mean we do something very ....

SONG

A. Look at the following words. Use them to fill in the blanks in the lyrics of the song.

alone answer tomorrow strength

heart follow hope

HERO (by Mariah Carey)

There's a hero
If you look inside your **(1)** ....
You don't have to be afraid
Of what you are
There's an **(2)** ....
If you reach into your soul
And the sorrow that you know
Will melt away

CHORUS:
And then a hero comes along
With the **(3)** .... to carry on
And you cast your fears aside
And you know you can survive
So when you feel like **(4)** .... is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long road
When you face the world **(5)** ....
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear
(CHORUS)
Lord knows
Dreams are hard to **(6)** ....
But don't let anyone
Tear them away
Hold on
There will be **(7)** ....
In time
You'll find the way
(CHORUS)
That a hero lies in you
That a hero lies in you

B. Listen to the song and check your answers. (Audio 9.4)

C. Listen again and sing.

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 9: MODERN HEROES AND HEROINES	With no help	With some help	With a lot of help
I can recognize the phrases related to imaginary situations in a recorded text.			
I can make use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines.			
I can pronounce "I'd" correctly.			
I can talk about my personal hero.			
I can talk about what I would do if I were a hero/heroine.			
I can read a text about modern heroes/heroines and guess the meaning of unfamiliar vocabulary from the context.			
I can interpret a text to identify the author's wishes.			
I can write a paragraph imagining myself as a hero/heroine.			

THEME 10
Shopping



LISTENING - 1

Before You Listen

A. Use the words below. Label the items of clothing in the pictures.

shoes	boots	flip-flops	socks	tracksuit	trousers	jeans	dress
shirt	T-shirt	jacket	coat	skirt	hat	gloves	headscarf



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....



8. ....



9. ....



10. ....



11. ....



12. ....



13. ....



14. ....



15. ....



16. ....

B. Look at the pictures and write the following words under the correct pictures.

credit card | discount | shop assistant | size | customer | checkout



1. ....



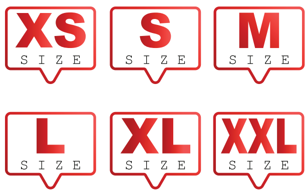
2. ....



3. ....



4. ....



5. ....



6. ....

While You Listen

A. Listen to the conversation and answer these questions. (Audio 10.1)

1. Where is the customer?
2. Who does she want to buy a present for?
3. What does she decide to buy?

B. Listen to the conversation again and choose the correct answer.

1. The customer's sister is .... years old.

   a. eight **b.** nine **c.** ten

2. The red dress costs .... euros.

   a. 30 **b.** 40 **c.** 50

3. The purple dress costs .... euros.

   a. 30 **b.** 40 **c.** 50

4. The pink dress costs .... euros.

   a. 20 **b.** 30 **c.** 40

5. The customer wants the product in size ....

   a. small **b.** medium **c.** large

6. The customer wants to pay ....

   a. in cash **b.** by credit card **c.** by cheque

c. Listen to the conversation again. Who says these sentences? Write (S) for the shop assistant and (C) for the customer.

1. Can I help you? ☐
2. I'm looking for a present for my sister. ☐
3. Can I look at the dresses? ☐
4. How much is this red dress? ☐
5. Actually it has a special discount today. ☐
6. OK. I'll take it. ☐
7. What size do you need? ☐
8. Do you have a larger size? ☐
9. Would you like to buy anything else? ☐
10. How would you like to pay? ☐
11. Do you accept credit cards? ☐
12. You must pay at the checkout. ☐

After You Listen

Discuss the questions with your partner.

1. Do you like buying presents? Why/ Why not?
2. What did you buy for your family members on their last birthdays?
3. What present would you like for your next birthday?

PRONUNCIATION

Listen to the following sentences from the audio. Then listen again and practise saying them. (Audio 10.2)

It's the **most expensive** dress of all.

I think this pink dress is much **more stylish** than the purple one.

It's the **cheapest** one.

Do you have a **larger** size?

Go to page **152** for Language Structures.

SPEAKING - 1

Work in groups of 4. Read the information below and look at the product catalogue. Choose suitable presents.

- Imagine you're visiting your aunt and uncle next week, and you must buy presents for them.
- Your aunt and uncle live in Germany, and they're in their thirties.
- You want to make them happy with your presents, but you don't want to spend too much money.
- Compare the products in the catalogue and give your opinions about the choice of presents. Make sentences as in the examples.

  I think we should buy product X for our aunt/ uncle because it's better/ nicer/ smarter/ cheaper / more beautiful/ more stylish/ more elegant than product Y.

  In my opinion, product Z is a better present for our aunt/ uncle because product Y is heavier/ plainer/ more expensive/ more old-fashioned than product Z.
- Choose the presents together.
- Report your group's choices to the class and explain your reasons.



LISTENING - 2

Before You Listen

Read the following expressions. Does a shop assistant or a customer use them? Fill in (S) for the shop assistant and (C) for the customer.

(........) May I help you?
(........) How can I help you?
(........) I'm looking for a pair of trousers.
(........) Do you have these jeans in a smaller size?
(........) Do you have these shoes in size 38?
(........) What size are you?
(........) What size do you wear?
(........) I'm an extra large.
(........) What color do you prefer?
(........) Would you like to try it/them on?
(........) Can I try it/them on?
(........) The fitting rooms are over there.
(........) They don't fit me. / It doesn't fit me.
(........) The T-shirt suits you very well.
(........) It's too small/ big/ tight/ short/ long.
(........) I want a smaller size, please.
(........) That's 70 liras altogether.
(........) Could I have a receipt, please?

While You Listen

A. Listen to the shopping dialogue and fill in the blanks. (Audio 10.3)

Shop assistant : **(1)** .... I help you?
Customer : Yes, please. I want to buy a **(2)** ....
Shop assistant : What color do you prefer?
Customer : **(3)** .... please.
Shop assistant : What size do you wear?
Customer : **(4)** .... please.
Shop assistant : Here you are. Would you like to try it on?
Customer : Yes, please.
Shop assistant : The fitting rooms are over there.
Customer : Thank you.

....

Shop assistant : Is it OK?
Customer : Oh, no. It's too **(5)** .... Do you have a **(6)** .... size?
Shop assistant : Yes. Wait a minute, please. I'll get it for you.
Customer : Thank you.

....

Shop assistant : Here you are. This one's **(7)** ....
Customer : Thanks. How much does it cost?
Shop assistant : It's **(8)** .... liras. How would you like to pay?
Customer : I'd like to pay in **(9)** ....
Shop assistant : All right.
Customer : Could I have a receipt, please?
Shop assistant : Sure.

B. **Answer the following questions according to the shopping dialogue.**

1. What does the customer want to buy?
2. What color does he prefer?
3. What size does he buy?
4. How much does he pay?
5. Does he get a receipt?





After You Listen

Work with your partner. Act out the shopping dialogue. Then change roles and act it out again.

VIDEO BLOG ENTRY

Work in pairs. Prepare your video blog entry.

- Imagine that one of you is the shop assistant and the other one is the customer. Act out a shopping dialogue.
- Use as many expressions as you can from activity C on page 132 and the activity in Before You Listen on page 134.
- Record your dialogue.
- Upload your video blog entry by the end of this weekend.
- Share it on your blog.
- Another pair will evaluate you after they watch your video.

PEER EVALUATION CHECKLIST

Fluency:		**Accuracy:**	
Excellent	(........)	Excellent	(........)
Good	(........)	Good	(........)
Satisfactory	(........)	Satisfactory	(........)
Unsatisfactory	(........)	Unsatisfactory	(........)

SPEAKING - 2

A. Work in pairs. Read the role cards and role-play a shopping dialogue. Then change roles and role-play again.

Student A	Student B
You are a customer at a clothes shop. Look at the catalogue in Speaking 1 and choose two products to buy.	You are a shop assistant at a clothes shop. Help Student A to buy the two products. Ask him/her about the color and size.

B. Present your shopping dialogue to the class.

C. Work in pairs. Read the information in the table. Take turns to ask and answer.

	Shopping Mall (1)	Shopping Mall (2)	Shopping Mall (3)
Foundation year (old/ modern)	1834	2008	2013
Total area (large/ small)	☆☆	☆☆☆	☆
Number of customers (crowded/ quiet)	☆☆☆	☆	☆☆
Prices of products (cheap/ expensive)	☆☆☆	☆☆	☆

1. Compare the first and the second shopping malls. Make dialogues as in the example.

   A: Which shopping mall is older?

   B: The first shopping mall is older than the second one.

2. Compare the second and the third shopping malls. Make dialogues as the one above.
3. Compare the three shopping malls. Make dialogues as in the example below.

   A: Which is the oldest one?

   B: The first shopping mall is the oldest of all.

READING

Before You Read

Work in groups of 4. Brainstorm the traditional items of clothing in your country and make a list.

....

....

....

While You Read

A. Read the following text and choose the best title for it.

a. Traditions of different countries

b. Different cultures around the world

c. Clothing in different cultures



The most common item of clothing in India is the *sari*. It's a single piece of **fabric.** It's around nine meters long. Indian people wear the sari in many different ways. It's popular all around India. You can see it even in a **fashion show** on TV.



The *kilt* represents the Scottish culture all over the world. It's the traditional costume for men at festivals in Scotland. If you visit Scottish highland games, you can see lots of men in kilts. The traditional musical instrument in Scotland is the bagpipe. Bagpipe players also wear kilts.



The *kimono* is the most famous symbol of the traditional Japanese culture. It first appeared in Japan in the seventeenth century. Men and women wear it particularly on special occasions like weddings. Kimonos have various designs. The crane **design** is the most popular one. It symbolizes good fortune and long life.



Flamenco dresses form an essential part of the Spanish culture. Flamenco is a well-known style of dance in Spain, and female flamenco dancers usually wear these costumes. They're also very popular with Spanish women. For example, many local women put on colorful flamenco dresses during the spring festival in Seville, in the south-west of Spain.

B. **Read the text again and fill in the table.**

Country	Item of clothing
India	
Scotland	
Japan	
Spain	

C. **Scan the text for the following information and fill in the gaps.**

1. A kind of musical instrument: ....

2. A kind of traditional dance: ....

D. **Answer these questions according to the text.**

1. How long is the sari?
2. Is the sari popular only in some parts of India?
3. Is the kilt worn in Ireland?
4. What can you see if you visit highland games in Scotland?
5. Is the bagpipe played in Scotland?
6. When did Japanese people start to wear kimonos?
7. When do Japanese people prefer wearing kimonos?
8. What does the crane design on kimonos symbolize?
9. What do female flamenco dancers usually wear?
10. Where do many women put on flamenco dresses during the spring festival?

E. **Find the following words in the text and guess the meaning from the context. Then use the correct words to label the pictures below.**

design | fabric | fashion show



1. ....



2. ....



3. ....

F. **Read the following text and underline the correct alternative.**

The text is mainly about Bianca's *shopping habits / favorite clothes*.

Hello! I'm Bianca from Romania. I'm eighteen. I like shopping, but I don't waste my pocket money. I spend it wisely. Before shopping, I always decide what I need. Moreover, I'm not brand-conscious. I believe it's wrong to spend too much money on specific brands. According to me, it's ridiculous.

I generally buy most of my clothes during out-of-season sales. I advise everyone to do that. Yes, it's tiring as you usually **shop till you drop** then. However, it's great to take the best advantage of discounts. In addition, I sometimes **go window shopping** with my best friend. It's interesting to see various combinations of outfits. That helps me to use my clothes in different ways.

In my opinion, fashion is not important. I don't follow the latest fashion trends. I just try to wear the clothes which suit me. I usually put on sporty clothes in daily life. Jeans and trainers are my favorite ones. On special occasions, I also prefer wearing a white blouse with traditional motifs as many Romanian girls do.



G. **Answer these questions according to the text.**

1. Does Bianca spend her pocket money wisely?
2. Is she brand-conscious?
3. When does she generally buy most of her clothes?
4. Does she follow the latest fashion trends?
5. What kind of clothes does she usually wear in daily life?
6. What are her favorite clothes?
7. What does she prefer wearing on special occasions?

After You Read

A. **Work in pairs. Take turns to ask and answer these questions.**

1. Do you like shopping? Why/Why not?
2. How often do you go shopping?
3. Who do you usually go shopping with?
4. Are you brand-conscious?
5. Do you follow the latest fashion trends?
6. What clothes do you prefer wearing on special occasions?

B. **Read the text about Bianca's shopping habits again. Discuss these questions in groups of 4. Then share your answers with the class.**

Are Bianca's shopping habits similar to yours? Why/Why not?

IDIOMS/ PROVERBS CORNER

A. Scan the text about Bianca's shopping habits to find the idioms given below. Guess the meaning from the context and label the pictures with the correct idioms.

shop till you drop | go window shopping





1. ....

2. ....

B. Read the following sentences. What Turkish proverbs have similar meanings? Write them down.

1. Save some money for a rainy day. ....
2. Cut your coat according to your cloth. ....

E-PORTFOLIO ENTRY

Read the instructions below and do your project.

- Choose a category such as fashion, technology, architecture, etc.
- Prepare a blog about the new trends in this category.
- Add some visuals.
- Present your blog to the class next lesson.

DISCUSSION TIME

A. Work in groups of 4. Discuss the Turkish teenagers' shopping habits. Compare them with the Turkish adults'. Then share your opinions with the class.

B. Do TV advertisements affect teenagers positively or negatively? Discuss the question with your partner. Give reasons for your answer.

C. Work in groups of 4. Discuss the following sentence. Then share your group's opinions with the class.

You shouldn't spend more than you earn.

WRITING

A. **Read the paragraph below. What's it about?**

The Camper Tent

It is a high-quality tent. It's one of the best tents in the market now. There are lots of color choices. It's large. You can stay in it with your family. It's very light so you can carry it easily. It's also easy to set up. You can use it even in rainy weather because it's waterproof. The price is only 80 dollars. It's also available in corner shops, or you can buy it in our camping website at lower prices.



B. **Use the paragraph above as a model and write a short paragraph about a product. Include some information about the characteristics and prices.**

IDIOMS/ PROVERBS CORNER

Read the extracts and match the idioms (1-3) with the meanings (a-c).

1. **A:** Did you have a lovely time with Mike?
   B: No. He was so boring. All he did was to talk shop.
2. **A:** What's up, Nick? You look upset.
   B: That second-hand car I've bought is a real lemon. It's the second time it's broken down this month.
3. **A:** What's happened to Mary? She looks depressed.
   B: Her uncle had a terrible car accident yesterday, and he bought the farm.

1. talk shop		a. die
2. a lemon		b. discuss one's business
3. buy the farm		c. something you buy that doesn't work well

SELF EVALUATION CHECKLIST

Tick (√) the correct column.

THEME 10: SHOPPING	With no help	With some help	With a lot of help
I can categorize the descriptive vocabulary related to objects and people in a recorded text.			
I can fill in the blanks in a recorded dialogue in a shop.			
I can use the intonation in comparative and superlative structures correctly.			
I can compare clothes by using key words and phrases related to shopping.			
I can act out a dialogue in a clothes shop.			
I can answer comprehension questions of a text on clothing in different cultures.			
I can prepare a blog about the new trends in a category such as fashion, technology, architecture, etc.			
I can write a paragraph about the prices and characteristics of a product.			

LANGUAGE STRUCTURES
THEME 1

The Present Simple

We use the Present Simple to describe repeated actions and permanent situations.

Affirmative sentences:

I play tennis every Saturday.

They get up early on weekdays.

He usually practises wrestling at weekends.

She studies history twice a week.

Negative sentences:

I don't have any brothers.

We don't go to school by car.

Tom doesn't have a motorbike.

Sue doesn't live in a flat.

Questions:

a. Yes/No questions:

Do you like archery?

Do your parents work on Saturdays?

Does your sister enjoy drawing?

Does your father speak German?

b. Wh- questions:

What do your parents do?

Where do your grandparents live?

What time does Ben leave home for school?

How often does Amy go hiking?

The verb be in the Present Simple:

am / is / are

I am (I'm) from a small village in Artvin.

You are (You're) good at basketball.

He is (He's) a computer engineer.

I'm not married.

We aren't twenty years old.

My aunt isn't a biology teacher.

Are you a student? Yes, I am.

Is your mother a doctor? No, she isn't.

Where are they from? They're from France.

A. Fill in the gaps with the correct verb form.

1. My uncle .... (teach) chemistry at university.

2. My father and I .... (go) fishing every weekend.

3. I .... (not/ speak) Chinese or Russian.

4. .... Jack .... (read) a newspaper every day?

5. My best friend .... (be) helpful.

6. Sam and Bill .... (not/be) here.

B. Read the answers and ask the questions.

1. .... ?

Yes, I enjoy playing checkers.

2. .... ?

No, I'm not. I'm in Grade 10.

3. .... ?

My father goes to work **at 7 a.m**.

4. .... ?

She spends her summer holidays **in Alanya**.

5. .... ?

I clean my teeth **three times a day**.

6. .... ?

Veronica is absent today **because she's ill**.

7. .... ?

I go to school **by bike**.

8. .... ?

Bill eats **salad** for dinner.

C. Work in pairs. Take turns to ask and answer.

1. Do you live in a big city?
2. What school do you attend?
3. What time do you get up on Mondays?
4. What do you do on Saturday afternoons?
5. What are your grandfather's hobbies?
6. Who's your favorite relative, and why?

THEME 2

Different ways to talk about the future

We use *the future with will* for spontaneous decisions and predictions about the future, usually with *perhaps* and *probably* or after the verbs *think, believe, hope, be sure,* etc.

"Tea or coffee?" "I'll have tea, please."

We'll probably go there tomorrow.

I think she will come here by 10 p.m.

I hope I'll get there on time.

I'm sure he'll be the champion.

We use *the future with be going to* for future plans and intentions.

My father is going to see his dentist next week.

My friend is studying medicine. He's going to be a doctor.

We aren't going to be at home tomorrow. We're going to visit our grandparents.

We use *the Present Continuous* for future actions related to personal arrangements.

I'm flying to London tomorrow.

We're going to Madrid next Wednesday.

Katie is having a garden party this evening.

We use *the Present Simple* for future actions related to official timetables or programs.

The graduation ceremony starts at 2 p.m. next Sunday.

The plane arrives at 9:30 a.m. tomorrow.

A. Underline the correct verb form.

1. We *will send/ are going to send* the invitation cards this weekend.
2. I think Arnold *is going to win/ will win* the game.
3. Michael and Brandon *go/ are going* to Bill's fancy dress party this evening.
4. The wedding ceremony *starts/ will start* at 8 p.m. tomorrow.
5. My sister *will study/ is going to study* physics at university.
6. We've bought the tickets. We *are travelling/ will travel* to Rome next Friday.
7. The girls *will probably make/ are probably going to make* the birthday cake for him.
8. Everything is ready. We *will fly/ are flying* to Barcelona in three hours.
9. The Liverpool train *leaves/ will leave* at 7:15 p.m. tomorrow.
10. Zoe and Andrew *will get/ are getting* married next Saturday.

B. Use the correct verb form to complete the sentences.

1. **A:** What time .... the concert .... (start) next Thursday?

   B: It .... (start) at 10 p.m.
2. **A:** What are your plans for this evening?

   B: I .... (watch) a DVD with my flatmates.
3. **A:** Do you want to buy the blue T-shirt or the green one?

   B: I .... (buy) the blue one.
4. **A:** I can't come to see you tonight.

   B: Why?

   A: Because I .... (finish) my maths project.
5. **A:** Helen's late for work again.

   B: I'm sure the boss .... (get) very angry with her.
6. **A:** What do you think about the new footballer's performance?

   B: Well, he's really talented. Perhaps he .... (score) lots of goals during the tournament next month.
7. The supermarket .... (open) at 10 a.m. tomorrow.
8. **A:** I can't solve this geometry problem!

   B: Don't worry. I .... (help) you with it.

   A: Thanks.

THEME 3

The Past Simple

We use it to describe completed actions in the past. (We usually mention the time.)

Affirmative sentences:

I played basketball yesterday.

Frank studied maths last weekend.

We went to the checkout, paid and then left the department store.

I finished school two years ago.

(See the list of irregular verbs on page 157.)

Negative sentences:

I didn't watch TV yesterday afternoon.

You didn't go jogging last Sunday.

Nancy didn't visit them a few days ago.

Questions:

Did you see Tim last night?

Did Mr. Stone buy that car yesterday?

What did they do after the earthquake?

The Past Continuous

We use it to describe actions in progress at a certain time in the past.

Affirmative sentences:

I was sleeping at 10:30 last night.

We were sunbathing at 2 p.m. yesterday.

Negative sentences:

He wasn't driving fast at the time of the accident.

They weren't cycling at 5 p.m. last Friday.

Questions:

Were you watching TV at 9 a.m. yesterday?

What was he doing when you saw him?

The Past Simple and the Past Continuous

They were playing football when it started to rain. (= While they were playing football, it started to rain.)

Sharon was reading a magazine when the lights went out. (= While Sharon was reading a magazine, the lights went out.)

A. Fill in the gaps with the correct form of the verbs in brackets.

1. Peter .... (work) at a fast food restaurant last month.
2. My classmates and I .... (be) at the cinema yesterday evening. The movie .... (be) great.
3. My best friend and I .... (not/ dance) at the party last Saturday.
4. This time last year I .... (surf) in Miami.
5. When we .... (hear) the alarm, we .... (shop).
6. I .... (run into) a friend while I .... (walk) to school.
7. Bill .... (break) his leg while he .... (play) baseball.
8. While he .... (ride) in the forest, he .... (feel) something strange behind his shoulders. He immediately .... (stop) his horse and .... (look) around.

B. Make sentences using the prompts.

1. Ralph/ swim in the sea/ he/ see a dolphin
   While ....
   ....
2. the girls/ walk by the lake/ they/ meet Joe
   While ....
   ....
3. Sally/ hear the gunshot/ she/ read in bed
   When ....
   ....
4. my cousin/ find the cat/ he/ go to the gym
   When ....
   ....
5. the man/ wait for a bus/ someone/ kill him
   While ....
   ....

THEME 4

Used to

We use *used to:*

• to describe past habits.

Charlie used to play volleyball when he was younger, but now he doesn't.

My father used to smoke, but he stopped smoking five years ago.

• to describe permanent past states.

Julia used to be skinny when she was at high school.

We used to live in Chicago, but we moved to New York in 2014.

• to describe repeated actions in the past.

I used to go hiking in my free time, but I don't any more.

David used to go to the cinema a lot, but now he doesn't.

Affirmative sentences:

My younger sister used to have short hair two years ago.

My mother used to drive to work, but now she goes to work by bus.

My brother used to suck his thumb when he was three years old.

Negative sentences:

I didn't use to get up so early when I was at university.

My son didn't use to like eating spinach when he was a child.

My parents didn't use to work so hard until they opened their own restaurant a few years ago.

Questions:

Did you use to listen to Turkish folk music when you were younger?

Did Tina use to live in a village when she was at primary school?

What did people use to do in their free time in this country a hundred years ago?

A. Work in pairs. Take turns to ask and answer the questions.

1. Did you use to watch animation movies when you were a child?
2. Did you use to bite your nails when you were younger?
3. Did you use to be a hardworking student when you were at secondary school?
4. Did your mother use to tell you bedtime stories when you were five years old?
5. What did you use to do in your free time last year?

B. Read the answers and ask the questions.

1. ....
   .... ?
   Yes, my father used to have a moustache when he was younger.
2. ....
   .... ?
   No, I didn't. I used to live in a detached house when I was a child.
3. ....
   .... ?
   John used to **play table tennis** after school last year.
4. ....
   .... ?
   I used to go to school **on foot** when I was twelve years old.

C. Think about your past habits. Make at least four sentences as in the examples. Share your sentences with your partner.

I used to drink milk every evening, but I don't any more.

I didn't use to like pop music, but now I do.

D. Now think about your parents' past habits. Which ones have changed? Make sentences as in the examples. Share your sentences with the class.

My mother used to make a cake every Saturday, but she doesn't any more.

My father didn't use to walk to work, but now he does.

THEME 5

Question Tags

We use question tags at the end of a statement. We form them with an auxiliary verb (is, are, was, were, do, did, have, etc.) or a modal (can, should, must, etc.) and a personal pronoun (you, he, they, etc.).

We use question tags when we are not sure about something or when we are asking for confirmation.

If the statement is positive, the question tag is negative.

Your parents have been to Portugal before, haven't they?

Mr. Cheng talked to our manager about the problem, didn't he?

There is a terrible traffic jam here between 5 p.m. and 7 p.m., isn't there?

If the statement is negative, the question tag is positive.

You aren't going to Wendy's party this evening, are you?

Your mother hasn't seen the holiday brochures, has she?

Veronica can't play a musical instrument, can she?

✦ Note the following question tags. It's a good idea to learn how to use them.

I am right, aren't I?

Your father never watches horror movies, does he?

Let's eat pizza after school today, shall we?

Turn the music down, will/can/could you?

Don't forget to post the letter, will you?

Somebody was watching us through the window, weren't they?

Nobody knows Mel's address, do they?

This is a difficult situation, isn't it?

These aren't your keys, are they?

You have to speak politely here, don't you?

Write the correct question tags.

1. You can help me with my Spanish project, ... ?
2. Sarah is very good at solving maths problems, ... ?
3. The actor didn't thank his parents at the ceremony, ... ?
4. All your ex-classmates will attend the reunion party, ... ?
5. Steve should see a doctor as soon as possible, ... ?
6. Your daughter wasn't at the stadium, ... ?
7. George likes outgoing people, ... ?
8. Your grandfather went fishing yesterday, ... ?
9. There weren't too many guests at the party, ... ?
10. Dave's aunt used to be overweight when she was younger, ... ?
11. I'm always tolerant of different opinions, ... ?
12. We must be very careful during this exam, ... ?
13. Call me when you get to the airport, ... ?
14. Martin never asks for advice when he's in trouble, ... ?
15. Let's go to a Chinese restaurant to celebrate Helen's birthday, ... ?
16. That isn't a complicated instruction, ... ?
17. Everybody is here, ... ?
18. I'm not wrong, ... ?
19. Carmen can't play basketball well, ... ?
20. Don't tell anything to Clark about that incident, ... ?
21. Those children are very naughty, ... ?
22. Nobody visited you yesterday evening, ... ?
23. Your neighbors make too much noise, ... ?
24. This is annoying, ... ?

THEME 6

Giving advice

We can give advice with *should/shouldn't*.

You should drink milk every day.

You should learn English very well if you want to work abroad.

We should be respectful to each other.

You shouldn't tell lies. You should be honest.

You shouldn't eat fast food.

You shouldn't smoke if you want to be healthy.

Should I see a dentist?

What should I do?

Who should I talk to?

Different ways to ask for advice:

Could you give me some advice about my stomachache?

Do you know any tips on how to get better at French?

What do you advise me about my financial problems?

What would you advise me to do?

What do you think I should do?

Different ways to give advice:

I think you should talk to a psychologist.

You ought to sleep for at least eight hours every night.

You ought not to waste your time on computer games.

You had better take this medicine twice a day, otherwise you'll get worse.

You'd better not eat so much chocolate.

It's a good idea to stop drinking coke.

Why don't you consult an accountant?

What about joining a gym?

How about doing some exercise before you go to bed?

If I were you, I would tell him the truth as soon as possible.

Work in pairs. Read the situations below. Use different ways of asking for and giving advice to complete the dialogues. Then act out your dialogues.

1. You're very tired, but you have to finish your English project today.

A: ....
.... ?

B: ....
....

2. It's your best friend's birthday next Tuesday, but you don't know what gift to buy for him/her.

A: ....
.... ?

B: ....
....

3. You get angry very quickly and suddenly. This causes some problems.

A: ....
.... ?

B: ....
....

4. You don't know how to protect yourself during an earthquake.

A: ....
.... ?

B: ....
....

5. You'd like to improve your mental health.

A: ....
.... ?

B: ....
....

THEME 7

Passive Sentences

When we describe an action or a process, we can use a Passive sentence if we want to emphasize the action itself rather than who is responsible for doing it.

We form a Passive sentence with the verb **be** and the past participle of the main verb of the active sentence.

(You can see the list of irregular verbs on page 157 for the past participles.)

Active sentences	Passive sentences
You peel the cucumbers.	The cucumbers are peeled.
You chop the potatoes.	The potatoes are chopped.
You fry the peppers.	The peppers are fried.
We grate the onions.	The onions are grated.
We melt the butter.	The butter is melted.
We mix all the ingredients well.	All the ingredients are mixed well.
I sprinkle some cummin on the soup.	Some cummin is sprinkled on the soup.
You add one liter of milk.	One liter of milk is added.
We pour a glass of water into the pot.	A glass of water is poured into the pot.
We bake the cake for about twenty minutes.	The cake is baked for about twenty minutes.
You slice the strawberries.	The strawberries are sliced.
I boil the chicken wings for ten minutes.	The chicken wings are boiled for ten minutes.
I serve the fish with green salad.	The fish is served with green salad.

A. Rice is a popular dish in China. There are different methods to cook rice there. Read the process of cooking rice below. Use the correct form of the verbs in brackets to fill in the gaps.

First, we need two glasses of water. The water .... (pour) into a large pot. Second, one teaspoonful of salt .... (sprinkle) into the water.

Third, the water .... (boil). Next, one glass of rice .... (rinse) in a few changes of cold water, and the rice .... (add) into the boiling water. Then, one spoonful of butter .... (put) into the pot. After that, a wooden spoon .... (use) to stir, but stir only once. If you over-stir, the rice becomes sticky. The pot .... (cover), and the heat .... (turn) down. Let the rice simmer for about fifteen minutes. Finally, the pot .... (remove) from the stove, and the rice .... (allow) to steam in the pot for about five more minutes. Your rice is ready to eat.

Good appetite!

B. Read the steps of making candles for Diwali in India and turned them into passive sentences.

1. We cut the wax into small chunks.

   ....

2. We boil some water in a large pot.

   ....

3. We put the wax chunks in a small heat-resistant container.

   ....

4. We place the container inside the large pot to melt the wax.

   ....

5. We place a wick in the center of a small jar.

   ....

6. We cool the wax in the jar.

   ....

THEME 8

Relative Clauses

We use relative pronouns (who, which, that, whose) and relative adverbs (where, when) to introduce relative clauses.

who/ that	people
which/ that	things/ animals
whose	possession
where	places
when	time

Defining relative clauses give information that is necessary to understand what or who is being referred to.

He's the boy who/ that works at the butcher's.

The novel which/ that she wrote is fantastic.

She is my digital friend who/ that has the coolest avatar.

The girl whose father is a famous politician is a gifted pianist.

The restaurant where we had our dinner yesterday was extremely expensive.

I'll never forget the day when I first met Michael.

Non-defining relative clauses give extra information about the person or thing they refer to, so we use commas before and after non-defining relative clauses.

(We can't use the relative pronoun *that* in non-defining relative clauses.)

Mrs. Smith, who is our next-door neighbor, complains a lot about my dog.

Switzerland, which is a very small country, has almost no social problems.

Do you know my geography teacher, whose brother is a national athlete?

Antalya, where tourists have the holiday of a lifetime, is one of the most popular holiday destinations in our country.

A. Read the following sentences. Which ones include non-defining relative clauses? Add commas where necessary.

1. Simon's mother who lives in Liverpool has seven grandchildren.
2. The movie which is about the life of a famous musician is on at all the cinemas in this city.
3. Have you talked to the woman whose son became the champion at the chess tournament yesterday?
4. My friend Darren who went to the same primary school as me has just set up his own company.
5. My brother was born in Ankara which is the capital of Turkey.
6. 1998 is the year when my father started to work as a teacher.
7. Paul's car which cost him a lot has broken down three times this month.

B. Circle the correct alternative.

1. Is Moby Dick one of the novels who / which you have read?
2. Madrid, where / which my aunt lives, is a very beautiful city.
3. Monday is the day where / when many people feel stressed.
4. My grandfather, who / whose is dead now, came from Wales.
5. This cupboard, which / that is under the staircase, is so dirty.
6. I'd like to talk to the boy who / whose mother is very ill.
7. Brad Pitt, that / who is married to Angelina Jolie, is a handsome and talented actor.
8. These are the photographs which / where I took in Australia last summer.
9. Mr. Cruise, who / whose grandson is one of my classmates, has just started to work with my uncle.
10. I liked the hotel where / which we stayed last weekend.

THEME 9

Talking about imaginary situations

We use Second Conditional sentences to talk about unreal or imaginary situations that are not likely to happen in the present or the future.

if- clause	main clause
If + the Past Simple	would/could + base form
If you were more careful,	you wouldn't make so many mistakes.

If I were a superhero, I would protect all the people in the world from the wicked.

We can use *were* instead of *was* in the if-clause of second conditional sentences.

If I had superpowers, I would use them to help people.

If I could fly, I wouldn't be late for my appointments.

You would lose some weight if you ate less bread.

If I had some free time, I'd travel abroad with my family.

If Tony were older, he could vote.

Expressing wishes

We use the Past Simple after the verb *wish* when we want to make a wish about a present or future situation (when we want the situation to be different).

I wish I were taller.

I wish we lived in a big city.

I wish I were a superhero.

I wish I could fly.

I wish I could speak German.

I wish I didn't have to get up so early.

I wish I had a lot of money.

We can use *were* instead of *was* in these sentences as well.

A. Use the correct form of the verbs in brackets to complete these sentences.

1. If I .... (win) the lottery, I .... (buy) a villa.
2. Where .... you .... (go) if you .... (have) a week off?
3. What .... you .... (do) if you .... (find) a wallet in the street?
4. If I .... (be) very rich, I .. .. (donate) a lot of money to charities.
5. What .... you .... (change) if you .... (be) the headmaster of your school for one day?
6. Which country .... you .... (choose) if you .... (have) the chance to buy a house there?
7. If my father .... (not/ work) here, he .... (not/ get) so tired.

B. Read the sentences below and make a wish for each situation.

1. I want to learn to play the violin very well.
   I wish ....
2. I don't have a laptop, but I'd like one.
   ....
3. I'm unhappy because I'm not fit.
   ....
4. I want to start scuba diving, but we live far away from the coast.
   ....
5. My room is so small.
   ....
6. I'd like to go on holiday, but I have to work.
   ....
7. My hair is too curly. I'm not happy about it.
   ....
8. I want to be more confident.
   ....

THEME 10

Making comparisons

A. We use the *comparative form* to compare two people, things, animals or places.

a. one-syllable adjectives:

Adjective	Comparative
short	shorter than
small	smaller than
big	bigger than
hot	hotter than

b. two-syllable adjectives ending in -y:

Adjective	Comparative
happy	happier than
easy	easier than
friendly	friendlier than

c. adjectives with two or more syllables:

Adjective	Comparative
beautiful	more beautiful than
expensive	more expensive than
famous	more famous than

d. irregular adjectives:

Adjective	Comparative
good	better than
bad	worse than
far	further/ farther than

B. We use the *superlative form* to compare one person, thing, animal or place with several of the same kind (with the whole group).

a. one-syllable adjectives:

Adjective	Superlative
short	the shortest
small	the smallest
big	the biggest
hot	the hottest

b. two-syllable adjectives ending in -y:

Adjective	Superlative
happy	the happiest
easy	the easiest
friendly	the friendliest

c. adjectives with two or more syllables:

Adjective	Superlative
beautiful	the most beautiful
expensive	the most expensive
famous	the most famous

d. irregular adjectives:

Adjective	Superlative
good	the best
bad	the worst
far	the furthest/ farthest

Complete the sentences with the correct form of the adjectives in brackets.

1. Their house is .... (large) ours.
2. Repairing your laptop is .... (cheap) buying a new one.
3. Snowboarding is one of .... (challenging) sports.
4. His daughter's marks are .... (good) his son's.
5. My father's grandfather is .... (old) person in our family.
6. Alexander is .... (popular) Stephen.
7. Mel is .... (interesting) girl I've ever met.
8. Is Italy .... (sunny) England?
9. Who's .... (talkative) student in your class?
10. Tommy is .... (talented) boy I know.
11. You're .... (thin) me.
12. Adrian is .... (intelligent) boy at our school.

WORD LIST

THEME 1

accuracy
achieve
adverb
affect
belong
biology
checklist
citizenship
compulsory
discipline
do research
entry
excellent
explain
fluency
greet
idiom
last
necessary
noun
obey rules
optional
pastime
peer evaluation
proverb
pupil
revise
revision
satisfactory
stressed
submit
take an exam
take notes
term
unsatisfactory
verb
video blog

THEME 2

accept
achieve
anniversary
celebrate
celebration
ceremony
competition
contest
fail
fancy dress party
goal
graduation
meet up
mention
mess
national
organize
planner
refuse
represent
schedule
shopping list
suggestion
talent
vending machine
wedding

THEME 3

argue
army
attack
banquet
blind
brave
castle
century
cruel
dead
destroy
disappear
dunk
empire
fight
fort
front line
greet
heroic
heroism
hug
ignore
invade
legendary
mausoleum
motherland
prison
raid
revenge
sleeve
statue
tale
unique
veteran
vizier
war

THEME 4

ancestor
baby tooth
bride
contact
crown
custom
device
development
embroidery
firework
groom
henna
identity

inherit
obey
obtain
protect
respect
sewing machine
shadow play
take off
tradition
traditional
wealthy

THEME 5

accommodation
air conditioning
aisle seat
all-inclusive resort
ancient
baggage allowance
boarding
book a flight
book a room
bungalow
cruise
destination
double room
facility
float
lounge
luxurious
make a reservation
renovation
rental villa
safari
single room
species
ticket agent
tourist attraction
transportation
travel agent
traveller
vacation
wilderness
witness

THEME 6

accountant
advice column
baking soda
become extinct
bicycle rack
blood pressure
body language
decisive
degree
disaster
drought
environment
executive
famine
global warming
graduate
job interview
make eye contact
novelist
overuse
peel
peppermint tea
pollute
regulation
renewable
residence hall
resident
rub
run out
search
solve a problem
strength
tip
vinegar
waste energy
weakness
wisely

THEME 7

alms
boil
carve
chop
duty
eid
fast
festive
founder
grate
hand out
holy
improve
ingredient
javelin
melt
military band
parade
peel
pilgrimage
pour
prayer
process
pumpkin
put up
recipe
relationship
republic
sacrifice
slice
spoonful
sprinkle
victory

THEME 8

access
addicted
application

available
avatar
benefit
chat room
digital era
discussion forum
document
download
function
handheld
hardware
innovation
interact
keyboard
launch
microblog
mouse
netiquette
outweigh
podcast
programmable
remote control
smartwatch
social media
store
therefore
via
web-based
wireless

THEME 9

award
awareness
carry out
chase
cling
comic book
distinguished
earn
give up
hero
heroine
imaginary
imagination
impoverished
innovator
invent
invisibility
invisible
medal
milestone
powerful
prize
promote
react
secret
sense
speed
spiderweb
stretch
superhero
superhuman
superpower
surface
unbelievable
weapon

THEME 10

bagpipe
brand
brand-conscious
cash
catalogue
checkout
cheque
corner shop
credit card
customer
design
discount
durable
earn
fabric
fashion show
fit
fitting room
flamenco
high-quality
kilt
kimono
motif
price
product
receipt
sari
save
shop assistant
size
spend
stylish
suit
trend
try on
waste
waterproof

LIST OF IDIOMS/ PROVERBS

THEME 1

an eager beaver

Every cloud has a silver lining.

hit the books

Knowledge is power.

pass exams with flying colors

THEME 2

give someone a hand

over the moon

Practice makes perfect.

someone's cup of tea

The early bird gets the worm.

There's no time like the present.

throw a party

What a shame!

THEME 3

boiling with rage

in no time

on a rocky road

on cloud nine

THEME 4

back someone up

break with tradition

by tradition

through thick and thin

tradition has it that

THEME 5

have itchy feet

hit the road

make the most of something

travel light

Travel broadens the mind.

THEME 6

all ears

One hand washes the other.

on the tip of someone's tounge

Two heads are better than one.

THEME 7

I'm burning with curiosity.

My pleasure.

Too many cooks spoil the soup.

Variety is the spice of life.

THEME 8

cutting-edge

hit the panic button

not by a long shot

on the same wavelength

THEME 9

as brave as a lion

as strong as a bull

no pain, no gain

once in a blue moon

THEME 10

a lemon

buy the farm

Cut your coat according to your cloth.

go window shopping

Save some money for a rainy day.

shop till you drop

talk shop

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
leave	left	left
make	made	made
meet	met	met
put	put	put
read / ri:d /	read / red /	read / red /
ride	rode	ridden
ring	rang	rung
run	ran	run
see	saw	seen
sing	sang	sung
sleep	slept	slept
speak	spoke	spoken
swim	swam	swum
take	took	taken
tell	told	told
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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